

**THE INFLUENCE OF USING SOMEBODY WANTED BUT STRATEGY  
TOWARDS STUDENTS' READING COMPREHENSION IN  
NARRATIVE TEXT AT THE EIGHTH GRADE  
OF SMPN 22 BANDAR LAMPUNG IN THE  
ACADEMIC YEAR OF 2018/2019**

**An Undergraduate Thesis**

Submitted as a Partial Fulfillment of  
the Requirement for S1- Degree

**By**

**RIZKI ANGGRAINI  
NPM. 1411040158**

**Study Program : English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF  
RADEN INTAN LAMPUNG  
2019.**

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2019.**

## ABSTRACT

Reading is one of language skill that should be mastered by the students, in reading the text we can find information, knowledge that we never know before. The students reading comprehension at SMP N 22 Bandar Lampung is still under average especially in narrative text. To solve the problem, the researcher apply Somebody Wanted But So strategy. Somebody Wanted But So strategy is one of good strategy that can implement by students as individual or group. The objective of this research is to know whether there is significant influence using Somebody Wanted But So strategy towards students' reading comprehension on narrative text at eight grade of SMP N 22 Bandar Lampung.

In this research, the researcher used quantitative research. The researcher used quasi experimental design with pre test and post test. The sample was taken from two classes, VIII B and VIII F which consisted 60 students. The treatment was held in 3 meetings, 2 x 40 minutes for each. The population of this research was the eighth grade of SMPN 22 Bandar Lampung. In collecting the data the researcher used instrument in the form multiple choice test. After administering pre test and post test, the researcher analyzed the data which were normal distribution and homogeneous by using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that  $\text{Sig.} = 0.027$  and  $\alpha = 0.05$ . It means that  $H_a$  is accepted because  $\text{Sig.} < \alpha = 0.027 < \alpha 0.05$  in other words, there was influence of using Somebody Wanted But So strategy toward students' reading comprehension on narrative text at the eighth grade at SMPN 22 Bandar Lampung.





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STUDENTS' READING COMPREHENSION IN  
NARRATIVE TEXT AT THE EIGHTH GRADE OF  
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A thesis entitled: **THE INFLUENCE OF USING SOMEBODY WANTED BUT SO STRATEGY TOWARDS STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT THE EIGHTH GRADE OF SMPN 22 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019**, By: **RIZKI ANGGRAINI, NPM: 1411040158**, Study Program: **English Education**, was tested and defended in final examination session held on **Friday, October 1<sup>st</sup>, 2019**.

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## DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Somebody Wanted But So strategy toward Students’ Reading Comprehension in Narrative text at the eighth Grade of SMPN 22 Bandar Lampung in the Academic year of 2018/2019” is definitely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, Juli 2019

Declared by

Rizki Anggraini

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## MOTTO

فَاقْرَءُوا مَا تَيَسَّرَ مِنَ الْقُرْآنِ

Read, then, of the Qur'an that which is easy for you. <sup>1</sup>

(Q.S. Al Muzzammil ayat 20)



---

<sup>1</sup> Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, (Maryland: Amana Publications, 2001), p. 213

## DEDICATION

This thesis is dedicated to everyone who cares and love me. I would like to dedicated this thesis to :

1. My beloved parents Mr. Nawarudin and Ms. Leni Siswati (Alm) who always support, educate, accompany and pray for me to be successful in my study and my life.
2. My beloved sister Sabella Putri, Who always motivate, support, and pray for me.
3. My beloved almamater UIN Raden Intan Lampung

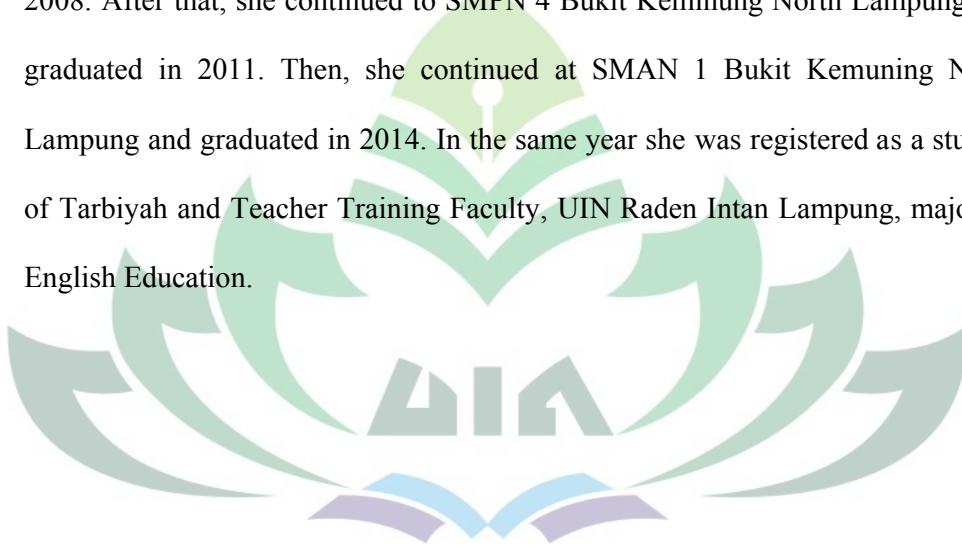




## **CURRICULUM VITAE**

The name of the researcher is Rizki Anggraini. She was born in Bukit Kemuning on may 24<sup>th</sup>, 1997. She is the first child of two daughter from Mr. Nawarudin and Ms. Leni Siswati. She has one youngest sister and her name is Sabella Putri.

She started her study at SDN 2 Muara Aman North Lampung and graduated in 2008. After that, she continued to SMPN 4 Bukit Keminung North Lampung and graduated in 2011. Then, she continued at SMAN 1 Bukit Kemuning North Lampung and graduated in 2014. In the same year she was registered as a student of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, majoring English Education.



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First of all, praise to Allah, the Almighty, the Most Merciful, and the Most Beneficent who always gives His blessing and mercy to the researcher during her study to complete this final project. Peace upon the great messenger Prophet Muhammad SAW, his families, companies, and followers until the end of life.

In accomplishing of this thesis, the researcher would like to express her gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personnel, who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of the thesis.
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4. M. Sayid Wijaya, M.Pd, the co-advisor, who has always patiently guided and spent countless time that has given to researcher to correcting and finish the thesis.
5. The English Department Lecturers of UIN Raden Intan Lampung
6. Dra. Hj. Rita Ningsih M.M, the Headmaster of smpn 22 Bandar Lampung who gave the researcher permissions to conduct this research and collect the data in the school.



7. Wiwin Prihatini, S.Pd, the English teacher at SMPN 22 Bandar Lampung who gave guidance and spirit to the researcher in conducting her research.
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My Allah bless and give in return for every help they did to the researcher.

Finally, it is expected that the thesis can be benefit to all. Aamiin

Bandar Lampung, Oktober, 2019  
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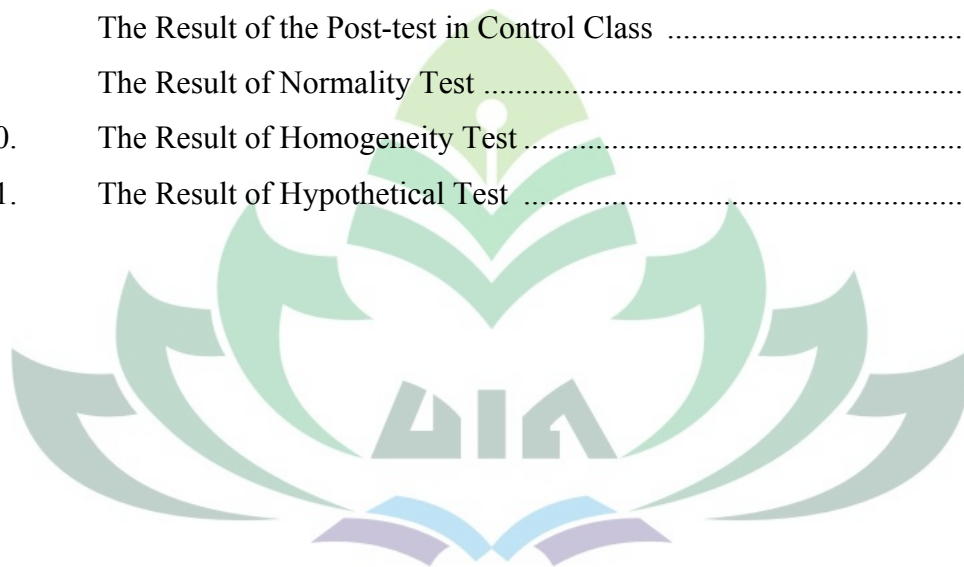


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text at the Eighth Grade of SMP N 22 Bandar Lampung  
in Academic Year of 2018/2019.**

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Reading is very important in the daily activities. A person read the text to learn, to know, to be entertain, to reflect or as religious practice. The purpose of reading is closely related to motivation to read<sup>1</sup>. It will also affect the way a book that has read. Sometimes someone reads to fill spare time, get an understanding of something, or gain pleasure. Reading with a specific purpose is usually a better ways to understand the context if we try to compare with those who read without purpose.

Davison and Dowson said thought reading we are able to interpret, comprehend and respond critically to the ideas of others.<sup>2</sup> It means, that reading is very important to broaden the knowledge. We are able to understand other people's ideas if we can do reading comprehension well, so what is thought by them will be similar to what they read from various source, including text.

In fact, based on the experience of the research in teaching and learning English the students have difficulties to comprehend English text on magazine, book, journal or TV, even to comprehend text in their English school books, while they have to read their compulsory books or other materials related to their lesson.

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<sup>1</sup> H. Douglas Brown, *Teaching by Principle : an interactive Approach to Language Pedagogy, Second Edition*, (Prentice Hill, New York, 2001). P.104

<sup>2</sup> Jane Dowson and Davison, *Learning to Teach English in the Secondary School*, (New York : Cambridge University Press, 2003.),p.118

Students usually get confused to answer the question of the comprehension in reading text.

Reading comprehension is essential both in Indonesian and English. Students may not find any difficulty to comprehend text as reading material in Indonesia and students feel bored and lazy when the study English. Reading comprehension is very important for the students in learning process.

There are many students which are lack of ability in reading comprehension. Many students are having difficulties to increase their score in reading because reading is one of the skill that makes them usually bored. Based on preliminary research that had been held in SMPN 22 Bandar Lampung, researcher found that the students of Eighth grade still have many problems in learning English especially in reading narrative text. The researcher interviewed some students, in teaching learning process especially when they were studying about narrative text. The students still had difficulties in comprehending the text. Sometimes they also did not focus on their lesson because they felt less motivated, bored to learning and also felt that it was difficult to understand.

Based on the result of interview about narrative text to the student, Alfarizi, he said that reading the narrative text is very difficult and the text made him bored easily, especially when they have to read along paragraph, and he difficult to found and to get the information of the text and to look for the meaning of the words in the text.

The researcher also interviewed English teacher in there, Mrs. Wiwin Prihatini, about the students' capability in mastery Narrative text, and she told that they had difficulties with their reading narrative text activities skill and also comprehending reading text. Besides, their ability in learning English, especially reading comprehension in Narrative text was still low because they were not be able to comprehend the text well and they still get confused about what the gist of the text is. Most of the time, they will end up getting stressed out because they had a hard time trying to understand what they read and also lack of vocabularies. In other words, they did not know what they had read.<sup>3</sup>

There were various factors that might had been cause of the failure in teaching reading. Mrs. Prihatini said that, because the students are less motivated to read the text and get tired and bored when they read the long text, so they took long time to comprehend the text especially in reading section, and finally they were not interested to know further about the text.

In doing preliminary research the researcher got the data of Narrative text score at the Eighth Grade of SMPN 22 Bandar Lampung. It is described in the Table 1 below.<sup>4</sup>

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<sup>3</sup>Wiwin Prihatini, *an English of the Eighth Grade of SMPN 22 Bandar Lampung*, February 6<sup>th</sup> 2017, an interview . Unpublished

<sup>4</sup>Wiwin Prihatini, *Data of English Score at the Eighth Grade of SMPN 22 Bandar Lampung*, February 6<sup>th</sup> 2017, Unpublished



Table 1  
The Narrative text Score at the Eighth Grade of SMPN 22 Bandar Lampung in  
the Academic Year of 2018/2019

No	Class	Students' Score		Total
		> 72	≤ 72	
1	VIII A	9	21	30
2	VIII B	8	22	30
3	VIII C	7	22	29
4	VIII D	12	18	30
5	VIII E	11	19	30
6	VIII F	12	18	30
<b>Total</b>		<b>59</b>	<b>120</b>	<b>179</b>
<b>Percentage</b>		<b>32,9%</b>	<b>67,03%</b>	<b>100%</b>

*Source: The data of English Score at the Eighth Grade of SMPN 22 Bandar Lampung in the Academic Year of 2018/2019.<sup>5</sup>*

Based on the problems in table I, there are 59 students of the 179 students who passed the test based on criteria of minimum mastery (KKM) and 120 students failed. In this case, the students score of KKM in SMP 22 Bandar Lampung was 59 and there are 120 students who got the score under the KKM. It means that students who got difficulty in reading comprehension in narrative text 67,03%. It means that there were still many students who were unable to pass the minimum mastery.

Based on those problems the teacher has to be able to make the students interested in reading and comprehending English text. Teacher has to use appropriate strategy that can make the students are interested in learning English text.

One of strategies that can be use by the teacher to teach reading to students is Somebody Wanted But So strategy. The strategy is to help students understand the elements of a story by jot down the important information from the story.

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<sup>5</sup>The data of English Score at the Eighth Grade, SMPN 22 Bandar Lampung , 2017/2018, unpublished

Somebody Wanted But So (SWBS) strategy is one of the example of graphic organizers that help students learn, remember, and organize important information that they read or have read. This strategy can be used as a while or post reading activity to help students understand the text. The students complete the strategy on a chart by identifying who (Somebody) want something, what they want or their goal and motivation (Wanted), what conflict (But), and the resolution (So) of the conflict.<sup>6</sup>

There are two researches that have been conducted related to Somebody Wanted But So strategy that have been conducted. The first research was conducted by Sari. She conducted a study using Somebody Wanted But So strategy as a part of semantic mapping strategy in teaching reading comprehension. She applied several semantic mapping strategies that also part of graphic organizers including List-Group-Label strategy, Think-Aloud strategy and Somebody Wanted But So strategy to teach reading comprehension for Eighth Grade of Junior High School. From her research, semantic mapping made the activity among the teacher and students in class more enjoyable and interesting. The result of her research was the combination of several strategies could increase the students' reading comprehension achievement.<sup>7</sup>

Another previous research was conducted by Rahayu. She conducted a study about Somebody Wanted But So (SWBS) strategy. She proves that Somebody Wanted But So (SWBS) strategy was effective to improve students' reading comprehension rather than Questioning strategy at eleventh grade students of

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<sup>6</sup> Macon, Bewell, and Vogt *Responses to Literature* (1991).P 20

<sup>7</sup> A Journal from Kumala Sari ,*The Effectiveness Of Using Semantic Mapping Strategy in Reading Comprehension At SMP N 6 Semarang* , available on <http://www.iteslj.org/> Accessed on Monday 21<sup>th</sup>, 2017

Social Program in SMA Negeri 14 Padang. In her research, there were many students who did not understand the purpose or content of the story they read. The students had difficulty in breaking down the important information in the text. Then, to solve the problems, Rahayu used Somebody Wanted But So (SWBS) strategy to improve students' reading comprehension better. In short, the students' reading comprehension improved and the problems could be handled.<sup>8</sup>

Those from previous research on Somebody Want But So strategy, it will increase the students reading comprehension and it makes the activity among the teacher and students in class more enjoyable and interesting.

The researcher has a different research from those previous research and present research. The first previous research used somebody wanted but so but she was not used specific in Somebody Wanted But So strategy because she used two techniques, semantic mapping strategy and using quick reading method and the research was focused on comparing between application of the two methods, and the second previous research used Somebody Want But So to Improving Student Reading comprehension to improve student Senior High School. While present research, the researcher used Somebody Want But So to Improve Students' Reading Comprehension in Narrative text, and this research will use this strategy to improve Junior High school students.

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<sup>8</sup>A Journal from Tri Rahayu, *The Effectiveness Of Somebody Wanted But So (Swbs) Strategy Toward Students' Reading Comprehension At Senior High School*, available on <http://www.iteslj.org/> Accessed on Monday 21<sup>th</sup>, 2017



The researcher expects that this strategy can improve the students' reading comprehension in narrative text. The researcher will conduct an experimental research entitled "The Influence of Using Somebody Wanted But So Strategy Towards Students' Reading Comprehension in Narrative Text At the Second Semester of The Eighth Grade of SMP Negeri 22 Bandar Lampung in the Academic Year of 2018/2019".

### **B. Identification of the Problem**

Based on the background of problem the researcher identified the problem as follow:

1. Students' reading comprehension is low.
2. The Students had difficult to found the information, often feel less motivated and not having interest to read and answer the narrative text.
3. No variety of strategy is used by the teacher in teaching Reading Comprehension.

### **C. Limitation of the Problem**

Based on the identification of the problem, the researcher will be focused only on the influence of using of Somebody Wanted But So (SWBS) strategy Toward Students' Reading Comprehension in Narrative Text At the Eighth Grade of SMP Negeri22 Bandar Lampung in the Academic Year of 2018/2019 the focus on fable.

#### **D. Formulation of the Problem**

Based on identification and limitation of the problem, the researcher will be formulated the problem: Is there any significant influence of Using Somebody Wanted But So Toward Students' Reading Comprehension in Narrative Text at The Eighth Grade of SMP Negeri 22 Bandar Lampung in the Academic Year of 2018/2019?.

#### **E. Objective of the Research**

Related to the problem formulation, the objective of the researcher is to find out whether or not there is a significant influence of using Somebody Wanted But So toward Narrative text in reading comprehension at the eighth grade of SMP Negeri 22 Bandar Lampung in the academic year of 2018/2019.

#### **F. Use of the Research**

This research is hopeful expected to be used:

- a) Theoretically, the result of this research are expected to give information for the English teacher about the influence of using Somebody Wanted But So (Strategy) towards students' reading comprehension.
- b) Practically, the result of this research are expected to give motivate the students to learn English and increase their reading comprehension in Narrative text.

## **G. Scope of the Research**

In this research, the writer determines the scope of the research as follows:

### **A. Scope of the Research**

The researcher limits this research as follows:

#### **1. Research Subject**

The subject of the research is the students in the Eighth grade of SMP Negeri 22 Bandar Lampung.

#### **2. Research Object**

The object of the research is use of the influence of using Somebody Wanted But So Strategy towards students' reading comprehension in Narrative text at the eighth grade of SMP Negeri 22 Bandar Lampung.

#### **3. Research Time**

The research was conducted at the Eighth grade of SMP Negeri 22 Bandar Lampung in the academic year of 2018/2019.

#### **4. Research Place**

This research was conducted in SMP Negeri 22 Bandar Lampung in the academic year 2018/2019.





## CHAPTER II

### FRAME OF THEORIES, FRAME OF THINKING AND HYPOTESIS

#### A. Frame Of Theories

##### 1. Concept of Reading

Reading is often defined in simple statements much like following. Reading is the process receiving and interpreting information encoded in language from via the medium of print.<sup>1</sup> Reading is the process of deriving meaning from the text. For the majority of readers, this process involves decoding written text. Some individuals require adaptations such as Braille or authorization to support the decoding process. Understanding the text is determined by purposes for reading. They are the context, the nature of the text, the readers' strategies and knowledge.<sup>2</sup> It can be concluded that reading is process of receiving the meaning. Reading is a comprehension a text to get information or message in line with what is stated in the printed or written text.

According to Lems, reading is an interactive process that takes place between the text and the readers processing strategies and background knowledge.<sup>3</sup> It means that reading is a process to get the information in a text to read and then by reading also students can understand the writer means.

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<sup>1</sup> William Grabe, *Reading In A Second Language*, (New York: Cambridge University Press, 2009), p.57

<sup>2</sup> Frederick Cline, et.al, *Reading* (New York : Cambridge ,1998)

<sup>3</sup> Kristin Lems, *Teaching Reading To English Language Learners*, (New York: London, 2010), p. 33

According to Harmer, reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.<sup>4</sup> It means that reading is an important activity in reading text. The readers also need to understand what they read, and what the word mean. It can make the readers easier to get main ideas from the text and their reading activity will be success

According to Nunan, reading is a process of reconstructing meaning rather than decoding form and the reader only resorts to decode if other means fail. He also says that reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation<sup>5</sup>. Most people do silent reading. They need an isolation environment to comprehend the reading.

Based on those explanation, the researcher concludes that reading is readers activity to get information and comprehend from printed text using eyes and brain to understand what the writer thinks in his/her writing. It can be understood that reading is very important skill for students. It needs thoughts in the ability in making sense of the text that is being read. Reader's background knowledge of the world will influence their achievement in reading comprehension.

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<sup>4</sup>Jeremy Harmer, *How to Teach English*, (London: Person Education Limited, 1998), p. 70

<sup>5</sup>David Nunan, *Second Language Teaching*. (Massachussets and Heinle Publisher, 1999), p.

## 2. Concept of Reading comprehension

Brown states that reading comprehension is primary a matter of developing appropriate, efficient comprehension strategies<sup>6</sup>. Comprehension is ability to understand about the text. In order that, the students are able to answer and understand question forms. In reading comprehension, a reader should have knowledge about understanding the reading passage. Ifrianti, also states that, Reading comprehension is the ability to understand both content of word and function words.<sup>7</sup> Reading comprehension is careful reading to understand the total meaning of the passage. The common questions on the passages are primarily about the ideas, details, and inference that can be drawn from the passages. In addition, Klingner states that reading comprehension is the process of constructing meaning by coordinate a number of complex process that include reading word and world and fluency.<sup>8</sup> In getting construction in line with the intention of the writer in the text that is read, we need to read not only the words but also the meaning of the words in context, so in this case we pass the process of reading comprehension itself. According to Brown to know the students' reading comprehension score, especially in reading, there are some criteria that are commonly used in measuring students reading comprehension.

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<sup>6</sup>H. Douglas Brown, *Principles Of Language Learning And Teaching*, (New York: Addison Wesley Longman Inc, 2000), p.199

<sup>7</sup> Sofnidah Ifranti, *Improving Reading Comprehension*, (Bandar Lampung: Fakultas Tarbiyah Iain Raden Intan Lampung, 2008), p.28

<sup>8</sup> Janette K. Klingner, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: Guilford Press, 2007), p.2



1. Main idea (topic) : ask the students to identify the central theme
2. Inference (implied detail) : ask for information that is implied but not directly stated in material
3. Grammatical features (reference) : required knowledge of events in their other of occurrence
4. Excluding fact not written (unstated details) : ask student to find unstated in the text
5. Supporting idea : ask to the students to go beyond the material and create new ideas on the ideas they have read
6. Vocabulary in context : ask for the meaning of word use in the passage
7. Idiom / expression / phrases : ask for judgment about the material
8. Detail (scanning for a specifically stated detail): ask for bits on information conveyed by material.<sup>9</sup>

From those explanations, reading comprehension is the interaction process between the reader and the text, comprehend the words, to relate the words with the target language and understand the purpose of the text. So, the reader knows about main idea/topic sentence, inference (implied detail), Expression/idiom/ phrases in context, grammatical features, Detail (scanning for a specifically stated detail), excluding fact not written (unstated details), supporting idea, and vocabulary in context. Background knowledge of the reader is used to help comprehending text. It can be stated that there will be no reading without comprehension.

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<sup>9</sup>H Douglass Brown, *Language Assessment Principle and Classroom Practices*, (San Fransico, California, 2003), p. 206

### 3. Concept of teaching reading comprehension

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>10</sup> It means that, teaching is process for the learners to gain information from their learning activity. In teaching process, the teacher should facilitate and make the learning process more interesting to make the learners comfortable in the learning process.

Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.<sup>11</sup> In other words, teaching is an activity that tries to help someone to acquire, develop skill, attitudes, ideals, appreciation and knowledge. So, teaching is not only transfer the knowledge, but also changed students' attitude.

Celce-Murcia states that the learner will achieve learning goal when the act of learning reading is the main of the learning and the main of reading instruction is the set of tasks<sup>12</sup>. It means that teaching reading is requires reading tasks to be done by students to improve the reading skills in order to achieve their learning goals including academic goals and real life goals.

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<sup>11</sup>H. Douglas Brown, *Op. Cit*, p. 7

<sup>12</sup>Celcemurcia, *Teaching Langaue As A Second Or Foreign Language*, (Washington: Heinli Thomson Learning, 2001), p.12

Harmer said that the important part of the teacher's job is getting students to read English<sup>13</sup>. Being able to understand the English texts are important for the students either for their study purpose, their careers or simply for their pleasure. From that statement, it can be conclude that the teaching of reading especially to read English texts are better to start earlier. The amount of time given to teach reading will depend on the needs and wants of the students as specified in the syllabus.

Teacher has some principles in teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated that:

- a. Reading is not passive skill
- b. Students need to be engaged with what they are reading
- c. Student should to be encouraged to respond to the content of a reading text, not just to the language
- d. Prediction is major factor in reading
- e. Match the task to the topic
- f. Good teacher exploit reading texts to the full.<sup>14</sup>

Based on those explanations, it means that teaching reading is not passive activity. Students must enjoy during reading process. As we know the advantages for reading is to give the students knowledge that they never know

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<sup>13</sup>Jeremy Harmer, *The Practice of English Language Teaching* (3rd Ed), (Edinburg: Longman, 2001), p. 34

<sup>14</sup>Jeremy Harmer, *Ibid*, p. 70

before. Teaching reading needs more than only reading the text, we must pay attention how to teach reading text to our students. In teaching reading, students and teacher can be a partner to make the teaching process more effective.

#### 4. Concept Genre of Text

According to Knapp, text is any completed act of communication such as a greeting between friend in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.<sup>15</sup> It means that genre is type of the text about concept and form in the text. However Gerot and Wignel classify the genre into thirteen types. They are:<sup>16</sup>

##### 1. Spoof

Spoof is a text to retell an event with a humorous twist. In other word, spoof is a text which tell factual story, happened in the past time with unpredictable and funny ending.

##### 2. Recount

Recount is a text to retell events for the purpose of informing or entertaining. The order in which they occurred. Its purpose to provide the audience a description of what occurred and when it occurred. Other

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<sup>15</sup> Peter Knapp and Megan Watkins, *Genre-Text-Grammar*, (Australia 2005), p.29

<sup>16</sup> Linda Gerot and Peter Wignell, *Marking Sense of Functional Grammar* (New South Wales : Gerd Stabler, 1994), p.199-217



definition, recount is retell a series of events, usually in the order they occurred.<sup>17</sup>

### 3. Report

Report is a text to describe the way things are with reference to range of natural, made and social phenomena in our environment.

### 4. Analytical Exposition

Analytical Exposition is text to persuade the reader or listener that something in the case.

### 5. News Item

News item is a text to inform readers, listeners or viewers about events of day which are considered news worthy or important.

### 6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

### 7. Narrative

Narrative is a text to assume, entertain and to deal with actual or vicarious experience in different ways. Other definition, narrative is a piece of text which tells a story and, in doing so, entertains or informs the readers or listener<sup>18</sup>

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<sup>17</sup> Mark Anderson and Khaty Anderson, *text types in English 2*, (Shout yarra: Macmillan, 1997), p.5

<sup>18</sup> *Ibid*, p.8

#### 8. Produce

Procedure is a text to describe how something is accomplished through sequence of actions or steps.

#### 9. Description

Description text is a text to describe a particular person, place or thing.

#### 10. Hortatory Exposition

Hortatory exposition text is to persuade the reader or listener that something should or should not be the case.

#### 11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

#### 12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

#### 13. Reviews

Review is a text to critique an art work or event for a public audience.

Based on those explanations, the researcher concluded, there are many kinds of texts, each of characteristics have different characteristics and purpose. Then the researcher will focus on one text genre that is narrative.

## 5. Concept of Narrative text

There are many kinds of texts in English. Every text has the difference in definition, social function, language features, generic structure. In this case the researcher will focus on narrative text.

### a. Definition of Narrative text

Robert states that a narrative text is piece of the text which tells and in doing so entertain or inform the reader or listener.<sup>19</sup> Narrative text is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways: narrative also deal with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution.<sup>20</sup> It means that narrative text is a kind of text to retell the story that past, there are problem and resolution. The purpose of the text is to entertain or to assume the readers or listeners about the story. It can be conducted that narrative text is a imaginative story which has purpose to entertain the reader. Narrative text also can be media to teach the students about moral.

According to Smith, narrative is popular in everyday life since through narrative people construct social reality and make sense of their past experiences.<sup>21</sup> It means that narrative text is a kind of text that deals with telling about event or something action the real in life to someone. According to Anderson, Narrative

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<sup>19</sup> Geoffery R Robert, *Learning to Teach Reading*, (London : Champman Publishing, 1999), p. 79

<sup>20</sup> Prasetyo *Deffinition of Narrative Text*, 2011, Jakarta, Avaliable on <http://dasarbahasainggris.blogspot.com/2013/09/the-definition-of-narrativetext-and.html>)14 January 2015

<sup>21</sup> Asian EFL Journal, *Professional Teaching Articles*, Vol. 44 May 2010, p.149

text is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.<sup>22</sup> It means that narrative text is tells a story in form text the important and for give information to the reader and listener.

Based on that description, the researcher concluded that narrative text is a story to entertain and narrate the readers, plot of narrative consist of orientation, complication, sequence of events, resolution and then followed by coda in the end of the story. Then, the narrative text narrate about fictional and non-fictional.

#### **b. Social function of Narrative text**

Social function of narrative text : to entertain and to deal with actual or vicarious experience in different ways: narratives deal with problematic events which lead to crisis or turning points of some kind, which in turn finds a resolution.<sup>23</sup> It means that the purpose of narrative text is to entertain and to deal with actual various experiences in different ways, which in the evaluation shows now the problem starts. According to Anderson, the purpose of narrative is to present a view of the world that entertains or informs the readers or listeners.<sup>24</sup> It means that purposes narrative text is to tell story and entertain the readers and listeners.

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<sup>22</sup> Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra : Macmillan, 1997), p.8

<sup>23</sup> Linda Gerot, and Peter Weignell, *Op.Cit*, p. 204

<sup>24</sup> Anderson, *Op. Cit*, p. 6



### c. Language features of narrative text

According to Anderson, about language features that are usually found in narrative, there are using past tense, specific characters, time word that connect even to tell when they occur, verb to show the action that occur in the story, descriptive word to portray the character and setting.<sup>25</sup> It means that there are five language features of narrative text, they are:

1. Using past tense (s+v2+o), example: rina went to bali two days ago.
2. Specific characters, example : the king, the queen
3. Time words that connect events to tell when they occur, example: then, before, after, soon.
4. Verb to show the actions that occur in the story, example: brought, climbed, went.
5. Descriptive words to portray the character and setting, example: long hair/black.

### d. Generic structure of narrative text

There are four Generic structure in narrative text is orientation, complication, resolution, and coda. These are:

1. Orientation

The readers are introduced to the main character and possible some minor characters. Some indication is generally given of where the action is located and when it is taking place.

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<sup>25</sup> Anderson, *Ibid*, p.8

## 2. Complication

The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporarily) hinder them from reaching their goal.

## 3. Resolution

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'how did it end').

## 4. Coda

Coda is an optional structure in a narrative. In this part, the narrator includes a coda if there is to be a moral or message to be learned from the story.<sup>26</sup>

It means that the generic structure of narrative story is orientation, complication, resolution and coda or moral lesson in a text that is read. So that, the generic structure of narrative story can be only four steps, they are orientation, complication, resolution and coda.

Based on the description in making a narrative text, people have to know the generic structure of the text. The generic structure is used in making narrative text to guide and make a good text. There are some generic structures of narrative text, they are, orientation, complication, sequence of events, resolution and coda. In this research, the researcher applied orientation,

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<sup>26</sup>Ibid, p.9

complication, resolution and coda in making narrative text because it appropriated with textbook in the school.

The following is the example of narrative text:<sup>27</sup>

**e. Example of Narrative Text**

**The Ugly Duckling And New Friend**

**Orientation**

One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out. Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. “Peep, peep” the little ducklings cried. “Quack, quack” their mother greeted in return. However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn’t look like the others at all. He was like a turkey.

<sup>27</sup>SMA Negeri 1 Cipongkor Bandung Barat, taken from:  
<http://smanegeri1cipongkor.blogspot.co.id/2013/02/berlatih-soal-narrative-text.html/retrived>

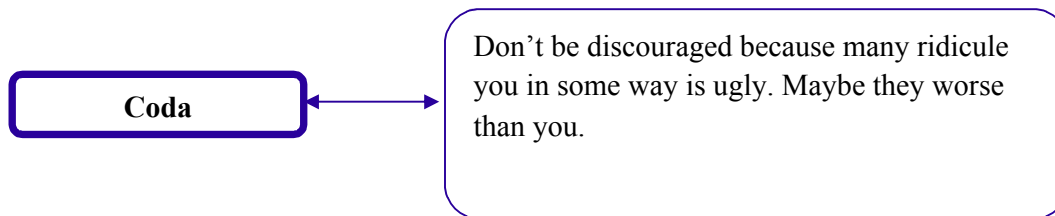
**Complication**

When the mother duck brought the children to the pond for their first swimming lesson. The huge grey duckling splashed and paddled about just as nicely as the other ducklings did. "That is not a turkey chick. He is my very own son and quite handsome" the mother said proudly. However, the other animals didn't agree. They hissed and made fun of him day by day. Even his own sisters and brothers were very unkind. "You are very ugly" they quacked. The little poor duckling was very unhappy. "I wish I looked like them" he thought to himself. One day, the ugly duckling run away and hid in the bushes. The sad duckling lived alone through the cold and snow winter

**Resolution**

Finally the spring flowers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. "Oh, dear. these beautiful birds will laugh and peck me too" he said to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly duckling bent his neck to speak to them, he saw his reflection in the water. He could not believe his eyes. "I am not an ugly duckling but a beautiful swam" he exclaimed.

He was very happy. From that day on, he swam and played with his new friends and was happier than he had never been.



## 6. Concept Somebody Wanted But So Strategy

### a. Somebody Wanted But So

There are so many ways for the students to help them understand a text, Summarize the text by using tools like graphic organizer is the best way to solve the problem in reading when students should face the text and understand it.<sup>28</sup> It means that an example of graphic organizer that helps the students to summarize a story or text easily. This strategy works well for struggling readers and help them in explaining what the important parts of the text to include in a summary.

Somebody Wanted But So is used to help students understand plot elements such as conflicts and resolutions. Student can complete a chart or graphic organizer that identifies the character, the goal of the character, what problems or conflicts that are being faced, and what the resolution of the conflict is.<sup>29</sup> Graphic organizer helps the students understand the

<sup>28</sup> Preszabeth June, *On Target : More Strategies to Guide Learning Grade 4-12* ( Shout Dakota : 2006 )p.18

<sup>29</sup> Berrill, et.al, *Tutoring Adolescent Readers*, ( 2006 ) p. 20



relationship among characters, their goals, the problem they have, the reasons that events occur, and the solution or resolution of these goals or problems.

Somebody Wanted But So strategy is can be used in a while or post reading. The strategy helps students to identify the main ideas, recognize cause and effect relationships, make generalizations, and identify various characters. For example SWBS can be used to summarize the goal/motivation, conflict, event or barrier of a historic or contemporary character or group of people.<sup>30</sup> Somebody Wanted But So (SWBS) is a useful strategy to summarize a story.

Students need to focus on the various elements of the story:

1. Somebody - Who is the main character? (Character)
2. Wanted - What does the character want? (Goal/Motivation)
3. But - What stops the character from getting what he/she wants?  
(Problem/Complication)
4. So - How is the problem resolved? (Resolution)<sup>31</sup>

When students read through a story, the Somebody Wanted But So (SWBS) strategy can be used to summarize different parts of the story. The students can use words like then, later, and, or but to connect a series of

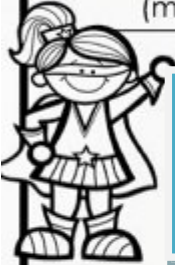
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<sup>30</sup> Macoon, et.al, *Responded to Literature*. (New York: Cambridge, 2003), p.36

<sup>31</sup> *Ibid* p.37

Somebody Wanted But So (SWBS) sentences, producing a longer summary of the story. (See table below.)

Graphic Organizer Example of *Somebody Wanted But So* (SWBS) strategy<sup>32</sup>

<h1 style="text-align: center;">SWTBS CHART</h1> <p style="text-align: center;">Summarize the story!</p>	
<b>SOMEBODY</b> (main character)	<b>WANTED TO</b> (wanted or tried to)
 <p>Mother duck, Some Little Duck, Three large white swans, Ugly Duck.</p>	<p>the mother duck brought the children to the pond for their first swimming lesson. The huge grey duckling splashed and paddled about just as nicely as the other</p>
<b>BUT</b> (the story problem)	<b>SO</b> (solution to problem)
<p>his own sisters and brothers were very unkind. "You are very ugly</p>	<p>the ugly duckling run away and hid in the bushes , he sad and lived alone . when spring flowers began he meet three large white swan and he saw his reflection in the water, he realize that he not ugly duck but he is a beautiful swan.</p>
<div style="border-top: 1px solid black; margin-top: 10px;"></div> <div style="border-top: 1px solid black; margin-top: 10px;"></div>	

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<sup>32</sup> Preszabeth June, *Op. Cit*, p.18

To summarize, Somebody Wanted But So (SWBS) strategy is a reading strategy that helps students summarize what they have just read. The students could use this strategy as a guide. They read a story or text, and then decide who the Somebody is, what that person or character Wanted, But what happened that prevented it from happening, and So how they overcame or how it all ended. Students need to focus on the various story elements (characters, plot, conflict, and resolution) to be able to write this summary. The strategy also helps students identify the main ideas, recognize cause and effect relationships, make generalizations, identify differences between characters and look at various points of view. It is more often used with narrative text.

#### **b. Procedure Somebody Wanted But So strategy**

According to Macoon somebody Wanted But So start by make a diagram, table or graphic to write the key on the paper.<sup>33</sup> It means this strategy help the students to understand how ideas connect with each other and help the student to summarize a story or text easily. There are some steps in using somebody wanted but so strategy:

##### **Step 1**

Model the ‘Somebody Wanted But So’ Strategy by reading a selection of text aloud or retelling an event- this could be a story, film or real life event.

Complete the SWBS four Column chart:

Somebody (character/figure), Wanted (goal/motivation), But(conflict), So/So

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<sup>33</sup>Preszabeth June, *Ibid*, p. 25

then (Resolution/outcome). Point that can be more than one Somebody Wanted But So in a text selection/chapter and show how a second SWBS statement can be generated, if applicable.

### Step 2

Read aloud a second text selection or retell an event. Ask the student to identify the Somebody from the event. Write down the name of the person in the first column. Explain that the Wanted represents the plot or motivation of the person/ people and complete the second column. Explain that “the But” is the conflict or challenge the person/ people faced and record the student response in the third column. Finally explain that the column, its record the outcome or resolution and complete this column. Then read aloud the summary statement.

### Step 3

Assign another selection of the text or retell an event and in pairs/groups students complete a SWBS chart. Share SWBS statements in small groups and discuss the similarities and differences in the statement, as well as evidence in the text used to support each statement. Continue to guide students until they can use the strategy independently.<sup>34</sup>

According to Pezhebeth . There are some steps in using somebody wanted but so strategy:

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<sup>34</sup> Macoon, et.al, *Op. Cit*,

1. model the strategy extensively before asking students to create their own chart. Explains basic definitions for the categories depending on which variation of the chart you are using.

- Somebody : main character or group's motivation
- Wanted : main events or group's motivation
- But : the conflict o the problem
- So : the resolution of the problem

2. Practice using a sample text where you provide students with the information for Somebody wanted But So column.

3. After practicing as a class, allow students to work independently.

4. Follows up the lesson by asking students to write summary paragraphs based on their charts.<sup>35</sup>

From those the procedure the researcher modified the procedure of Somebody Wanted But So strategy for this research as follows:

- teacher explain tree basic element that all short story must have :
  - character : the people, animals, or creatures in the story
  - setting : place and time

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<sup>35</sup> Preszabeth June, *Ibid*, p. 19



- plot : the event that happen in the story
- the teacher explain Somebody Wanted But so
- The teacher explain to the Students how to complete a chart or graphic organizer that identifies the character, the goal of the character, what problems or conflicts that are being faced, and what the resolution of the conflict is.
- The students work in a small group consist of 4-5.
- The students to take notes on setting, characters and plot using Somebody Wanted But So (SWBS) strategy and make the summarize discuss with their friends.
- The teacher ask the students to recall the events from the story
- The student record the events on the board
- Determine with the class which events are most significant and put them in the correct order
- The student identify the beginning, the climax and the end of the story

**c. Advantage and Disadvantage of using Somebody Wanted But So**

According to Macoon, Somebody Wanted But So Strategy is a certain kind of strategy in Graphic organize. Somebody Wanted But So has advantages and disadvantages

Advantage of Somebody Wanted But So as follows:

- a. This strategy works well for struggling readers, as it assists them in deciphering what is important part of the text to include in a summary.
- b. Groups can help to understand and explain different circumstances.
- c. They have more to contribute to class discussion.
- d. Students bring more information and enthusiasm to be post-reading discussion.
- e. Students capable of reading with greater understand

It can be seen that the advantages of Somebody Wanted But So is can build students in reading comprehension for proficient or even to weak reader. It builds students identify the story with summarize during read and after read the text. In addition that is advantages of SWBS , there is also disadvantage of SWBS strategy is need a long time because the students must write or jut down during reading or after reading about all process of the story<sup>36</sup>

**d. Procedure of Teaching Reading Comprehension using Somebody Wanted But So (SWBS) Strategy**

For supporting the research, the researcher gave a treatment to the students using Somebody Wanted But So (SWBS) strategy. The researcher applied some steps in the teaching procedure as follow:

- The teacher explain three basic elements that all short story must have:

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<sup>36</sup> Preszabeth June, *Op. Cit*, p.18.

- Characters: the people, animals or creatures in the story
  - Setting: the place and time
  - Plot: the events that happen in the story
- The teacher explain Somebody Wanted But So (SWBS) strategy that can be used in “during reading” or “after reading”.
  - The teacher explain to the students how to complete a chart or graphic organizer that identifies the character, the goal of the character, what problems or conflicts that are being faced, and what the resolution of the conflict is.
  - The teacher ask students work in a small group consist of 4-5.
  - The students to take notes on setting, characters and plot using Somebody Wanted But So (SWBS) strategy and discuss with their friend.
  - The teacher ask the students to recall the events from the story
  - The student record the events on the board
  - Determine with the class which events are most significant and put them in the correct order
  - The student identify the beginning, the climax and the end of the story
  - The teacher give some test of reading comprehension to the students

based on the story they read.

- The teacher and students discuss the result together

## 7. Concept of Translation Strategy

### a. Definition Translation Strategy

The translation strategy consist of practice in translating text of increasing difficulty, first from the second language into the first and later from the first language into the second.<sup>37</sup> The translation can be taught to classes of any size by teachers with an imperfect knowledge of the language and no special teaching strategy. It is easy and cheap to administer. The number of class period may be as few or as many as administratively feasible.

According to Newmark, translation is more a process interpretation and reformation ideas than a transformation of words.<sup>38</sup> Translation is a strategy for communication of the meaning of the source language text by means of an equivalent target language text. It means that translating has to know receptor language word and should be familiar with subject matter. When the students translate something, they can find the meaning of new word, sentence themselves.

Based on those explanations above, translation strategy is the process of transferring message from the source language to target language.

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<sup>37</sup> William Francis Mackey, *Language Teaching Analysis*, (Longman : Longman Group Ltd, 1965).P.153

<sup>38</sup> Peter Newmark, *A Text Book of Translation* (New York : Prantince Hall), 1988 p.12

### **b. Procedure of translation Strategy**

The procedure of translation Strategy in class activities as follows.

1. The teacher explains about strategy in learning reading
2. The teacher mansions material and explains about translation
3. The teacher distributes the text to the students and allow them to understand the materials by read and translate by looking up dictionary
4. Last, the teachers ask the students to express about the problem in comprehending materials briefly. After the students understood, the teacher gives the student exercise and the ends class.<sup>39</sup>

Based on those explanations, it can be concludes that translation is a strategy consist of practice in translating text of in one language (source of language) by equivalent textual material in another language (target language). It is easily to help the students to find out the main ideas or information in the text by translating the text with looking up the dictionary.

Moreover, there is a procedure of translation strategy according to Calford.

The steps for translation are as follows.

1. Understanding the meaning/message of source language (SL) text, through analyzing its words, phrases, and sentence structure or grammar used the on the sentences.

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<sup>39</sup> Sayuki Machida, *A Step forward to Using Translation to Teach a Foreign/ second Language*, (Australia : Univerity of Melbourne, 2008), .p.143



2. Transferring the analyzed message in source language (SL) into the target language (TL) message by finding out the equivalent meaning of the text/this step is called an internal process.
3. Restructuring the equivalent meaning of source language to target language with accepted from/ sentence patterns. the message in target language must be the same with the message in source language.<sup>40</sup>

From those procedure above the researcher modified the procedure of translation for this research as follows :

1. teacher mentions material and explain about translation
2. teacher gives some question related to the text
3. teacher gives a pieces of legend
4. teacher asks the student to read and answer the question related to the text.
5. teacher asks students some question after reading to allow them understand the text
6. teacher guides students to understand the text by translate by looking up dictionary

### **c. Advantage and disadvantage**

There are some advantage and disadvantage of using translation strategy as follows :

1. Helps the students to have better understanding of the meaning of abstract words and completed sentences

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<sup>40</sup> J. C. Calford, *A Linguistic Theory of Translation*, Oxford University Press, 1965, p. 20

2. Make the students more easily to understand the text by translated word by word from one language to another language
3. Systematic studies of grammatical rules play an important role in fostering students' ability of reading comprehension and producing grammatically correct sentences.

The disadvantage of translation strategy as follows:

1. Lack of originally. we do think it will be lack of originally as we tend to change the words, thus the meaning of the text itself is marginally or slightly different
2. Take time interpret, it does take time to interpret, learn, research and finally translate the whole text.<sup>41</sup>

From those the explanation it can be conclude that using translation strategy make the students feel bored and, it also can make students more easily to understand the text by translate word by word from one language to another language.

#### **d. Teaching reading comprehension on narrative by using translation strategy**

The procedure to teaching reading comprehension by using translation strategies are as follows:

1. Teacher mentions material and explain about translation

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<sup>41</sup> Albany *Advantages and Disadvantages of translation*, <http://tccl.rtt.albany.edu/knilt/index.php/umit3.> what-is-the-advantage-of-using-tranlation-as-ateaching-recouce /, Accessed on January, 17th 2018

2. Teacher gives some question related to the text
3. Teacher gives a pieces of fable
4. The teacher ask the students to read
5. Teacher asks the student to answer the question after reading to allow them to understand the fable.
6. Teacher guide the student to understand the fable by looking up dictionary.

From those steps, that can be applied in teaching reading comprehension using translation. Translation is one strategy that can be applied as lesson plan in control class based on curriculum 2013.

### **B. Frame of Thinking**

Learning activities of English, especially in reading, often appears monotonous and boring because the teacher uses conventional strategies. The teacher just ask the students to understand the meaning of source language text means by the target language after that, the teacher will ask the students to do the tasks from the textbook. In order to answer the problems, the researcher assumed by utilizing Somebody Wanted But So (SWBS) strategy, it could help the students comprehend the text better.

Using a graphic organizer like Somebody Wanted But So (SWBS) as visual representation of the text or topic also make the teaching and learning activity become fun, interesting and pleasing in the class. The teacher can take the advantage of it as the effective strategy to help the students comprehend the text effectively. It is also as the way to attract the students' interest and make

them more active in teaching reading comprehension activity. Somebody Wanted But So (SWBS) strategy can be very helpful for the teacher to improve their performance in teaching reading and also for the students to improve their ability in reading comprehension achievement. The teacher can help students comprehend information through visual representation of concepts, ideas, and relationships among the topic, main idea and the details of the text, so that they can easily get the message and information from that text and improve their reading comprehension achievement.

### **C. Hypothesis**

Based on the theoretical assumptions, the researcher formulates the hypothesis as follow:

Ha : There is a significant influence of using Somebody Wanted But So Strategy towards students' reading comprehension in narrative text at the second semester of the eighth grade of SMP N 22 Bandar Lampung, in the academic year of 2018/2019.

Ho : There is no a significant influence of using Somebody Wanted But So Strategy towards students' reading comprehension in narrative text at the second semester of the eighth grade of SMP N 22 Bandar Lampung, in the academic year of 2018/2019.

## CHAPTER III

### RESEARCH METODHOLOGY

#### A. Research design

In conducting this research, the researcher was apply experimental design because in order to know that the influence of using Somebody Wanted But So Strategies in teaching reading comprehension. Experimental design is the general plan to carrying out a study with and active independent variable.<sup>1</sup> In this research, the researcher was use quasi experimental research design.

Quasi experimental design similar to randomized experimental design in that they involve manipulation of an independent variable but differ in that subject are not randomly assigned to treatment groups.<sup>2</sup> The researcher used quasi experimental because, in quasi experimental, the subject not randomly assigned to the treatment groups. It means that we do not have the opportunity for random assignment of students to special groups in different conditions. It would disrupt the classroom learning.

Ary et.al also state that, the variety of quasi experimental designs, which can be divided into two main categories, there are pre-test and post-test, post-test only.<sup>3</sup> The researcher selected two classess first class as a control class and second class as a experimental class. Then, the student was given pre test to know their reading comprehension in narrative text before the researcher give treatment.

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<sup>1</sup> Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (8<sup>th</sup> edition), *Introduction To Research in Education*, Canada, Wadsworth Cengage Learning, 2010, p.301

<sup>2</sup> John W. Creswell, *Educational Research: Planning, Conducting And Evaluating Quantitative and Qualitative Research* (New Yory: Pearson Education, 2012), p.309

<sup>3</sup> Donald Ary, et.al, *Op.Cit*, p.307



After that, the researcher gave the treatment in each class. After that, the student was given post test to know their score in reading comprehension in narrative text any influence in students' reading comprehension. The research design of the research is illustration as follows:

	Group	Pretest	Independent Variable	Posttest
(R)	A	$Y_1$	X	$Y_2$
(R)	B	$Y_1$	-	$Y_2$

Where:

R = Random

A = Experimental Class

B = Control Class

$Y_1$  = Pretest

$Y_2$  = Posttest

X = Treatment by applying Somebody Wanted But So

- = Ordinary teaching method used by the teacher<sup>4</sup>

Two classes is chosen random as sample of this research, A and B, and only one group is going to get a treatment, which is taught explanation text through Somebody Wanted But So strategy that is class A while class B get the ordinary treatment, as the teacher usually teach, which is by using Translation strategy. The students' score will be compared between A (that get the Somebody Wanted But So treatment) and B (that get the Translation treatment) to see if there is significance effect between them.

<sup>4</sup>Donal Ary, et.al., *Op.Cit.*, p.307

## **B. The Variabel of Research**

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organization study. There are two variables and this research namely : independent variable and dependent variable. An independent variable is variable selected by the researcher to determine their effect on the relationship with the dependent variable. The dependent variable is observed to determine what effect<sup>5</sup>.

In this research there are two variables, they are:

1. Independent variable is teaching reading comprehension by Using Somebody Wanted But So Strategies (X)
2. Dependent variabel is the student; reading comprehension in narrative text(Y)

## **C. Operational Definition of Variable**

The operational definition of variable is used to decribe the variables which are used in this research to avoid misconception of variables presented in this research. It is also aimed in other the research has clarity about the data needed, so the researcher investages the data related to the variables of this research. The operational definitions of the variable were follows:

### **1. Somebody Wanted But So Strategy**

Somebody Wanted But So is a kind of strategy for teaching reading comprehension. that helps students summarize what they have just read .This

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<sup>5</sup>Jack R, Fraenkel and Norman R. Wallen, *How to design and Evaluate Research in Education*, ( New York, McGraw-Hill,2008),p.42

strategy also helps students identify the main ideas, recognize, cause effect relationship, make generalizations, identify differences between characters and look at various of view.

## **2. Students' Reading Comprehension in Narrative Text**

Students' reading comprehension on narrative text is the ability in comprehending or understanding narrative text which contains information about fable which is applied in SMP N 22 Bandar Lampung. There are eight aspects which should be assess in reading comprehension, they are main idea, expression/idioms/phrases in context, inference (implied detail), grammatical features (reference), detail (scanning for specifically stated detail), excluding facts not written, supporting ideas, and vocabulary in context.

### **D. The population, Sample, and Sampling Technique**

#### **1. Population**

Population is defined as all members of any well defined class of people, events or object<sup>6</sup>. The population of this research is all the students at the eighth grade of SMP N 22 Bandar Lampung 2018/2019 which consist of 179 that are divided into six classes. Based on those statements, all the classes are the population in this research. The population of the students at the eighth grade of SMP N 22 Bandar Lampung in the academic year of 2018/2019 can be seen in Table 3.

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<sup>6</sup>Donal Ary, *Introduction to Research in Education*, (8<sup>th</sup> edition), (Canada: Wardsworth, Cengage Learning, 2002), p. 148

Table 2  
The number of students of the Eighth grade of SMP N 22 Bandar Lampung in  
2017/2018 academic year

No	Class	Gender		Total
		Male	Female	
1	VIII A	17	13	30
2	VIII B	13	17	30
3	VIII C	11	18	29
4	VIII D	13	17	30
5	VIII E	15	15	30
6	VIII F	14	16	30
TOTAL		83	96	179

*Source: SMP N 22 Bandar Lampung*

## 2. Sample

According to Ary et. al, sample is a portion of a population.<sup>7</sup> In this research, was taken the students in two classes from six classes available as the sample of the research, one class as the experimental class was VIII.F and one class as the control class was VIII.B.

## 3. Sampling technique

In this research, the researcher used cluster random sampling technique. The selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling.<sup>8</sup> The researcher was conduct the research at the eighth grade consists six classes. The steps in determining the experimental class and control class are follows:

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<sup>7</sup>*Ibid*, p. 148.

<sup>8</sup>Jack R, Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education*(8th ed), (New York: McGraw-Hill Companies, Inc,2009),p.95.

- a. The name of classes was written in small pieces of paper.
- b. The pieces paper was rolled and put into box/ glass.
- c. The glass/ box was shaken
- d. The first paper which was taken from the box/glass as a experimental class.
- e. The paper was put in the box/glass again.
- f. The second paper which was taken from the box/ glass as a control class.
- g. The paper was put in box/glass again
- h. The paper was taken from box/ glass as a try out class.

#### **E. Data Collecting Technique**

In collecting the data, the researcher used the data from pre-test and post-test:

##### **a. Pre-test**

The researcher was given pre test to the students before giving the treatments. It was done by reading comprehension in the narrative text based on the provided topics. The researcher gave the pre test to the students in the control class and experimental class to measure their reading comprehension in narrative text before doing treatment. In the pre test, the students asked to answer the test of reading comprehension about narrative text in form multiple choice question, based on provided topics that the test consist of 25 items with four alternative options and time allocation for 90 minutes.

##### **b. Post-test**



The post-test did after students in experimental class and control class were given the treatment. It means that post-test was used to know the students' reading comprehension after they were taught by using Somebody Wanted But So. It was administered after treatment given to measure the influence of using Somebody Wanted But So Strategy towards students' reading comprehension in narrative text. In the post-test, the students also asked to answer the test of reading comprehension about narrative text in form multiple choice question, based on provided topics that the test consist of 25 items with four alternative options and time allocation for 90 minutes.

In order to get the valid and reliable test items, try out test conducted before the pretest was given. It was done to make sure that all the test items is valid and reliable to be used in pretest and posttest.

#### **F. Instrument of the Research**

This research used multiple choice question (MCQ) as a tool for testing in order to know students' reading comprehension on narrative text. The text content 50 items with four alternative options. The test is aim to measure students' achievement of reading comprehension on narrative text. The researcher was make two instruments; pre-test and post-test.

A good instrument should has 8 criteria to measure students' reading comprehension, they are: main idea, expression, inference, grammatical features, detail, excluding fact not written, supporting idea, vocabulary in context.

Table 3  
The Test Blueprint for Pre test after validity

No	Aspects	Items Number		Number Of Items
		Odd	Event	
1	Main idea ( Topic)	1	28,36	25ITEMS
2	Expression/Idiom/ Phrase In context	21	4,24	
3	Inference (Implied detail)	11,29	10	
4	Grammatical features( reference)	37	2, 14	
5	Detail (scanning for a specifically stated detail)	27	8, 48	
6	Excluding facts not written	17	34, 40	
7	Supporting idea(s)	41	12, 22	
8	Vocabulary in context.	33,49	20, 42	
<b>Total</b>				25 items

Based on the table above the main idea in the pre test after try out consist of 3 numbers. In the pre test, they were number 1, 28, 36. The expression /idiom /phrase consist of 3 numbers, in the pretest they were number 4, 21, 24. The inference consist of 3 numbers, in the pretest, they were number 10, 11, 29. The grammatical features consist of 3 numbers, in the pre test they were 2, 14, 37. The detail consist of 6 numbers 8, 27, 48. The excluding fact not written consist of 3 numbers, in the pretest they were number 17, 30, 40. The supporting ideas

consist of 3 numbers 12, 22, 41. The vocabulary in content, consist of 4 numbers.

In the pre test they were number 20, 33, 42, 49.

Table 4  
The Test Blueprint for posttest after validity

No	Aspects	Items Number		Number Of Items
		Odd	Event	
1	Main idea ( Topic)	15	10,24,46	25 Items
2	Expression/Idiom/ Phrase In context	17,33	42	
3	Inference (Implied detail)	9,25,45	16	
4	Grammatical features( reference)	-	2,30	
5	Detail (scanning for a specifically stated detail)	23,29,31	-	
6	Excluding facts not written	43	4, 12,14	
7	Supporting idea(s)	47	22	
8	Vocabulary in context.	13	18,44	
<b>Total</b>				25 items

Based on the table above the main idea in post test after try out consist of 4 numbers, in the post test, they were numbers 15, 10, 24, 46. The expression /idiom /phrase consist of 3 numbers, in the posttest they were numbers 17, 33, 42. The inference consist of 4 numbers, in the post test they were number 9, 16, 25, 45. The grammatical features consist of 2 numbers, in post test they were number 2, 30. The detail consist of 3 numbers in the post test they were number 23, 29, 31. The excluding fact not written consist of 4 numbers, in the post test they were

number 4, 12, 14, 43. The supporting ideas consist of 2 numbers, in the post test they were 22, 47. The vocabulary in content, consist of 3 numbers, in the post test they were number 13, 18, 44. The total numbers were 25 items.

## **G. Research Procedure**

There are three steps which was conducted in this research. They are:

### **1. Planning**

#### **a. Determining the subject of the research**

The subjects of the research is the students at the second semester of the eighth grade of SMP N 22 Bandar Lampung as the subjects of the research, VIII.B as a control class and VIII.F as an Experimental class.

#### **b. Preparing try-out**

The researcher was prepare a kind of test (called try-out test) that was given to the students. The researcher was prepare try-out test for pre-test and post-test. Then the researcher was evaluated the test items that was test in pre-test and post-test.

#### **c. Preparing pre-test**

The researcher was prepare pre-test that was give to the students. The pre-test was give based on the questions select in the try out.

#### **d. Determining the material to be taught**

The researcher was determine the material was taught to the students, that is reading comprehension of narrative text.

#### **e. Preparing post-test**

The researcher was prepare a kind of test (called post-test) that was given to the students to knows whether the students increase their reading comprehension or not.

## **2. Application**

After planning, the researcher was apply to the research procedure. There are some steps in doing research as follows:

- a. In the first step, the researcher gave try out test

This test is multiple choice in that consist of 50 items with four alternative options a, b, c, or d. The test were distributed in class eighth.

- b. In the second meeting, the researcher gave pre test

The test is multiple choices in that consist of 25 items with 4 options a,b,c, or d. The total number of the test was determined by the validity and reliability.

- c. In the third meetings after given the pre test, the researcher was conducted the treatment by using Somebody Wanted But So strategy in the experimental class. While in the control class, the researcher conducted the treatment though Translation strategy.

- d. In the last step, the researcher was given post test.

The test is used to know the result of the treatment from experimental class and control class. The test is multiple choice in that consist of 25 items with 4 options, a, b, c, or d. The total number of the test is determined by the validity and reliability analysis of the try out.

## **3. Reporting**

The last step that should be done in the research procedure is reporting. There were as follows:

- a. Analyzing the data that were ready obtained from try-out
- b. Analyzing the data that were ready obtained from pre-test and post-test
- c. Making a report of findings.

### H. Scoring Procedure

Before getting the score, the researcher was determine the procedure used in scoring the students' work. In order to do that, the researcher used Arikunto' formula.<sup>9</sup>The scores of post test and pre test are calculated by using the following formula :

$$S = \frac{r}{n} \times 100$$

Notes :

S = Score of test

r = Total of right answer

n = Total items

Based on formula above, the score of the students were measured based on the number of their correct answer. The more the item can be answered, the higher the score reading comprehension can be gotten by the students.

### I. Validity

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<sup>9</sup> Arikunto Suharmin, *Dasar – dasar Evaluasi Pendidikan*, (Jakarta : Bina Aksara, 2010). p. 158



A good test is the test that has validity. Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations.<sup>10</sup> It means that validity is a measurement which shows the levels of validity or the real of the instrument. A valid instrument has a high validity. To measure whether the test has good validity or not, the researcher was use the content validity and construct validity.

### **1. Content Validity**

Best and Kahn said that content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.<sup>11</sup> It means that content validity is based on the material, and the material is agreement with the objective of learning in the syllabus. To get content validity, the test adapts with the textbook and based on the syllabus for the eighth grade of junior high school. In this research the researcher was focus in KD no 3.14, 3.18. seen in appendix 4.

### **2. Construct Validity**

Best and Kahn said that construct validity is needed to the measuring instrument that have some indicators to measure one aspect or construct.<sup>12</sup> In this research, the researcher administered the test whose the scoring covered eight aspect of reading

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<sup>10</sup> Donald Ary, et.al., *Op. Cit*, p. 224

<sup>11</sup> John W. Best and James V. Kahn, *Research in Education* (7th ed), (New Delhi, PrenticeHall, 1995), p. 219

<sup>12</sup> *Ibid*, p. 219

by Brown, they are: main idea, Expression/idiom/phrase in context, inference, supporting idea, grammar, vocabulary, detail, excluding fact not written.

The researcher validated the test instrument to the English teacher at SMPN 22 Bandar Lampung Mrs. Wiwin Prihatini on Wednesday, 19<sup>th</sup> 2019. Based on the form validation all of items of the test instrument, after the researcher consulted test instrument to the teacher, she said that: the test instrument the material, and topic were standard competition and indicator in syllabus of Eighth grade in junior High school. And the instruction can be understood by the students. And it also appropriate with the aspect in reading test and time allocation was enough. The test items Number 1,7,13,18,23,28, 34,36 in the table specification try out for pre test was suitable to main idea. Number 5, 21,24, 44 in the table specification try out for pre test was suitable to expression/ idiom/Phrase in context. Number 6,10,11,19,29,38,46 in table specification try out for pre test was suitable to inference (implied detail). Number 2, 9,14,26,30,37,45 in the table specification try out for pretest was suitable to grammatical features(reference). Number 8, 15, 25, 27, 32, 39, 48 in the table specification try out for pretest was suitable to Detail (scanning for a specifically stated detail). Number 17, 31, 34, 40, 47 in the table specification try out for pretest was suitable to excluding fact not written. Number 12, 22, 35, 41 in the table specification try out for pre test was suitable for supporting idea. Number 3, 4, 16, 20, 33, 42, 49, 50 in the table specification tryout for pretest was suitable to vocabulary in context.

Based on table specification try out for posttest, number 1, 10, 15, 24, 30, 41, 46 in the table specification try out for posttest was suitable to main idea. Number

6,17,33,36,39,42,50 in the table specification try out for posttest was suitable to Expressions/ idiom / Phrase in context. Number 4, 9,16, 25, 28, 45 in the table specification tryout for posttest was suitable to inference (implied detail). Number 2,19, 27, 30 in the table specification try out for posttest was suitable to grammatical features(reference). Number 20,23,26,29,31,40,49 in the table specification try out for posttest was suitable to Detail(Scanning for a specifically stated details). Number 3,12,14,21,43 in the table specification try out for posttest was suitable to Excluding fact not written. Number 5, 8, 11, 22, 28, 35, 38, 47 in the table specification tryout for posttest was suitable to supporting idea. Number 7,13,18, 36,37, 44, 48 in the table specification tryout for posttest was suitable to vocabulary in context.

### **3. Item validity**

Item validity is the extent to some an individual item measures what is support to measure. The researcher gave some questions to know valid or not the questions that give the students. The item validity used to measure the validity of the test items. In this researcher was used ANATES to calculate the data obtained from the try out to find the item validity of each item. The result of the items tryout for pretest and posttest there were 25 items considered valid. There were number for pretest : 1,2,4,8,10,11,12,14,17,20,21,22,24,27,28,29,33,34,36,40,41,42,43,44, 45, 46, 47, 48,49,50. In post test items, there were number: 1,2, 4, 9, 10, 12, 13, 14, 15, 16, 17, 18, 22, 23, 24, 25, 29, 30, 31, 33, 42, 43, 44, 45, 46, 47,48, 49,50.

### **J. Reliability**

Reliability refers to the consistency of the test score, it means that the data can be reliable. People use such measure instrument must identify and use the technique that will help them determine to what extent their measuring instruments are consistent and reliable. According to Creswell, reliability means that scores from an instrument are stable and consistent.<sup>13</sup> A good test must have a high reliability, and score need to be consistent. The researcher was use ANATES to know reliability of the test.

The criteria of reliability as follows :

0.800 – 1.000 = very high reliability

0.600 – 0.800 = high reliability

0.400 - 0.600 = medium reliability

0.200 – 0.400 = low reliability

0.00 - ≤ 0.200 = very low reliability.<sup>14</sup>

From the criteria of reliability before, it can be concluded that the result for pretest had very high reliability since it amounted to. 0.86 and the result of posttest had high reliability since it amounted to 0.80. it means that reliability of the pretest and post test had high reliability so the instrument for the test can be used for pretest and post test.

## K. Data Analysis

<sup>13</sup> John W. Creswell, *Educational Research : planning and conducting quantitative and qualitative Research*, (Bostom : pearson Education, 2012).p.159

<sup>14</sup> Sugiono, *Metode Penelitian Kuantitatif Kualitatif*, (Bandung : Alfabeta, 2011), P.184

After collecting the data, the researcher was analyze the data by using independent sample t-test. There were two tests that must be done before analyzing the data by use independent sample t-test. They were normality test and homogeneity test.

### 1. Fulfilment of the Assumptions

Parametric statistical significant test, such as analysis of variable and least squares regression, are widely used by written in many disciplines, including, statistic parametric test to produce accurate result, the assumptions underlying them such as normality and homogeneity test must be satisfied.

#### a. Normality Test

The normality test is used to know whether the data in the experimental class and control classes are normally distributed or not.<sup>15</sup> In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk. The hypotheses for the normality test formulate as follows:

$H_0$  : The data are normally distributed.

$H_a$  : The data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

$H_0$  is accepted if  $\text{Sig.} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

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<sup>15</sup> Budiyo, *Statistika untuk penelitian*. (Surakarta: University press. 2004), p.170

### **b. Homogeneity Test**

Homogeneity test used to determine whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test. The test of homogeneity employing Levene statistic test.

The hypotheses for the homogeneity tests are formulated as follows:

$H_0$  = the variances of the data are homogenous

$H_a$  = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of homogeneity test are as follow:

$H_0$  is accepted if  $\text{Sig.} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.0$

### **2. Hypothetical Test**

If the fulfillment of the assumptions normally test and homogeneity test are fulfilled, the researcher used independent sample t-test. In this case, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for hypothetical of test. The purpose of using SPSS in this case is to practicality and efficiency in the study.

The hypotheses are :



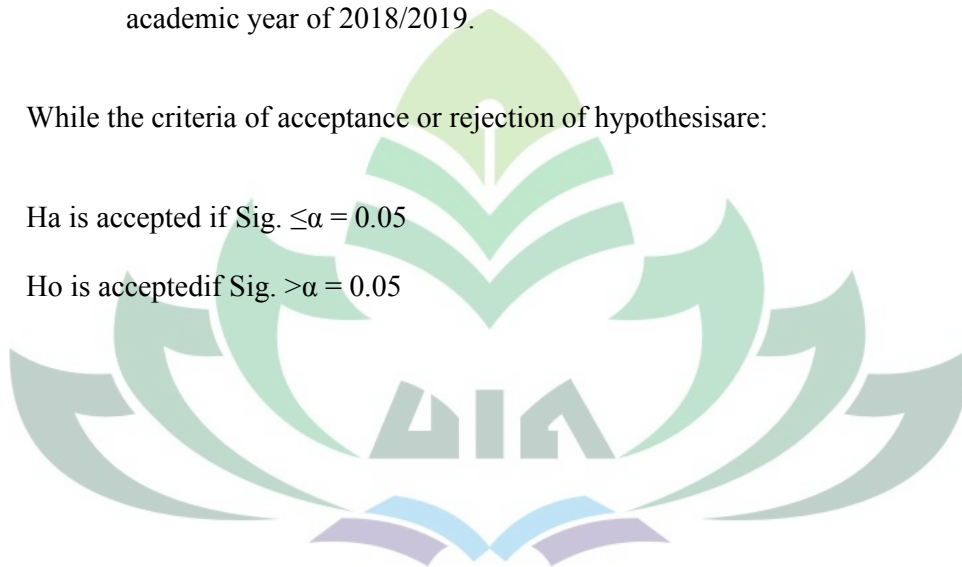
Ha : There is a significant influence of using Somebody Wanted But So Strategy towards students' reading comprehension in narrative text at the Second semester of the eighth grade of SMP N 22 Bandar Lampung, in the academic year of 2018/2019

Ho : There is no significant influence of using Somebody Wanted But So Strategy towards students' reading comprehension in narrative text at the Second semester of the eighth grade of SMP N 22 Bandar Lampung, in the academic year of 2018/2019.

While the criteria of acceptance or rejection of hypothesis are:

Ha is accepted if  $\text{Sig.} \leq \alpha = 0.05$

Ho is accepted if  $\text{Sig.} > \alpha = 0.05$



## CHAPTER IV RESULT AND DISCUSSION

### A. Result of the Research

The researcher got the data in the form of score. The score was derived from pre-test and post-test. The pre-test was held on February 20<sup>nd</sup>, 2019 and post-test on March 5<sup>th</sup>, 2019. In pre-test, the researcher gave the task for the students before treatment and in the post-test the researcher gave the task for the students to answer the questions after treatment.

#### 1. Result Pre-test in Experimental Class

The researcher administered pre-test in experimental class on Wednesday, February 20<sup>nd</sup>, 2019. The pre-test was administered in order to know students' reading comprehension before the treatments given. It can be seen from the pre-test score of students' reading comprehension in experimental class. After data were analyzed, the result showed that the mean score of pre-test in experimental class was 61.47. The score of the students' tested in pre-test could be seen in Figure 1:

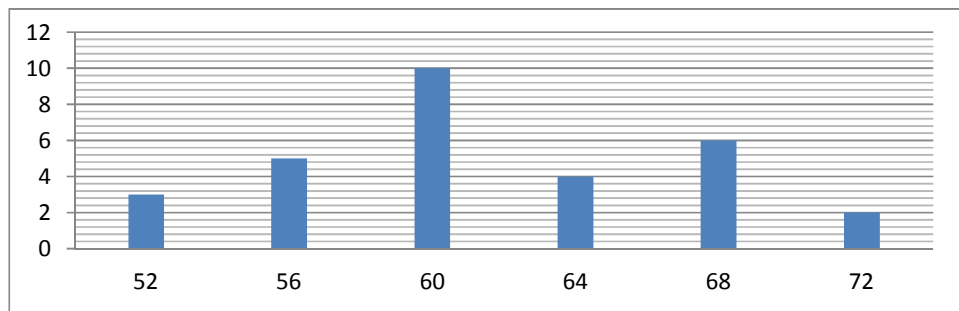


Figure 1  
The Result of Pre-test in Experimental Class

Based on figure 1, it could be seen that from 30 students, 3 students got score 52, 5 students got score 55, 10 students got score 60, 4 students got score 68, 6 students got score 68, 2 student got score 72.

Table 5  
The Result of the Pre-test in Experimental Class

Statistic	Score
N	30
Mean	61.47
Minimum	52
Maximum	72
Median	60.00
Variance	32.533
Std Deviation	5.704

Based on table 6, it could be seen that N of pre-test in experimental class was 30, mean was 61,47 minimum was 52, maximum was 72, median was 60.00, variance was 32.533, standard deviation was 5.7. It showed students' reading comprehension before they got the treatments.

## 2. Result of Pre-test in Control Class

The researcher administered pre-test in control class on Wednesday, February 20<sup>nd</sup>, 2019. The pre-test was administered in order to know students' reading comprehension before the treatments given. It can be seen from the pre-test score of students' reading comprehension in control class. After the data was analyzed, the result showed that the mean score of pre-test in control class was 60.40. The score of students' tested in pre-test could be seen in Figure 2:

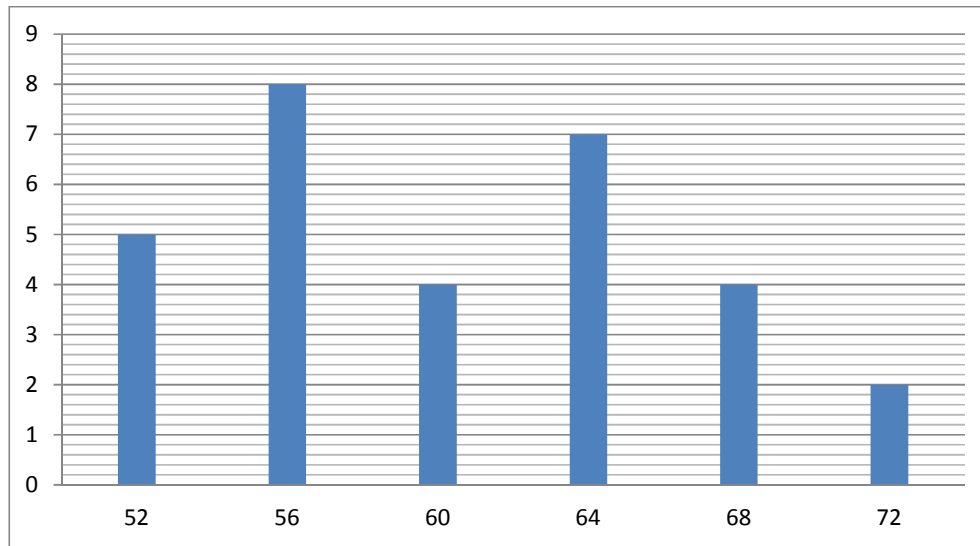


Figure 2  
The Result of Pre-test in Control Class

Based on figure 2, it could be seen that from 30 students, there were 5 students got score 52, 8 students got score 56, 4 students got score 60, 7 students got score 64, 4 students got score 68, 2 students got score 72.

Table 6

The Result of the Pre-test in Control Class

Statistic	Score
N	30
Mean	60.40
Minimum	52
Maximum	72
Median	60.00
Variance	37.903
Std Deviation	6.157

Based on table 7, it could be seen that N of pre-test in control class was 30, mean was 60.40, minimum was 52, maximum was 72, median was 60.00, variance was

37.903, standard deviation was 6.157. It showed students' reading comprehension before they got the treatments.

### 3. Result of Post-test in Experimental Class

The researcher administered the post-test in order to know the students' reading comprehension after treatments given. The post-test was conducted in the experimental class on Tuesday, March 5<sup>th</sup>, 2019. It can be seen from the post-test score students' reading comprehension in the experimental class. After the data were analyzed, the result showed that the mean score of post-test in experimental class was 74.67. The score of students' tested in post-test could be seen in Figure 3:

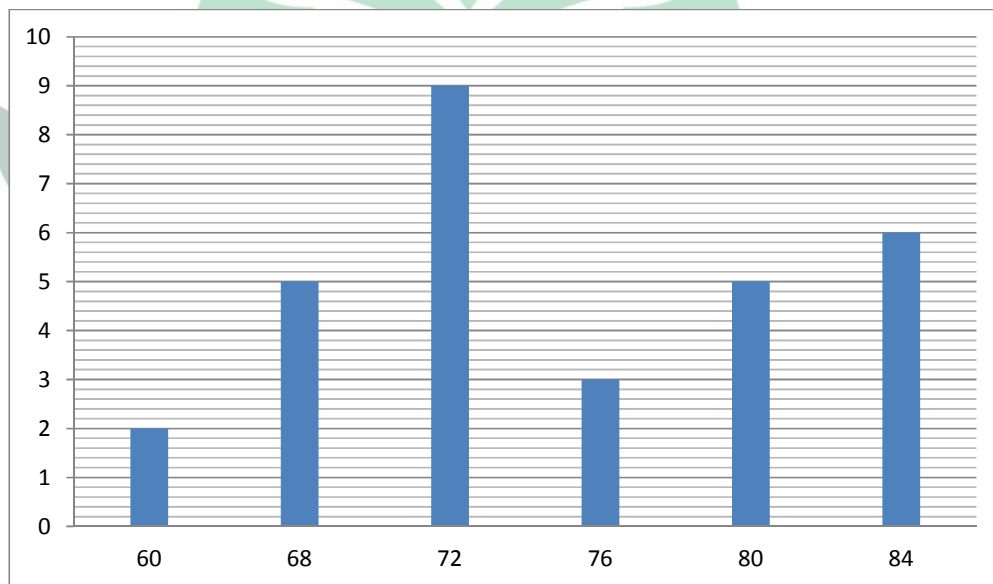


Figure 3  
The Result of Post-test in Experimental Class

Based on figure 3, it could be seen that from 30 students, there were 2 students got score 60, 5 students got score 68, 9 students got score 72, 4 students got score 76,

4 students got score 80, 6 students got score 84. It means that there 7 of students' numbers did not passed criteria of minimum mastery (KKM) and 23 of students' numbers passed criteria of minimum mastery (KKM). In this case, the standard score criteria of minimum mastery (KKM) in SMP N 22 Bandar Lampung is 72.

Table 7  
The Result of the Post-test in Experimental Class

Statistic	Score
N	30
Mean	74.67
Minimum	60
Maximum	84
Median	72.00
Variance	47.816
Std Deviation	6.915

Based on table 8, it could be seen that N of post-test in experimental class was 30, mean was 74.67, minimum was 60, maximum was 84, median was 72.00, variance was 47.816, standard deviation was 6.915. It showed students' reading comprehension after they got the treatments.

#### 4. Result of Post-test in Control Class

The researcher administered the post-test in order to know the students' reading comprehension after treatments given. The post-test was conducted in the control class on Tuesday, March 5<sup>th</sup>, 2019. It can be seen from the post-test score students' reading comprehension in the control class. After the data were analyzed, the result showed that the mean score of post-test in control class was 70.53. The score of students' test result in post-test could be seen in Figure 4:



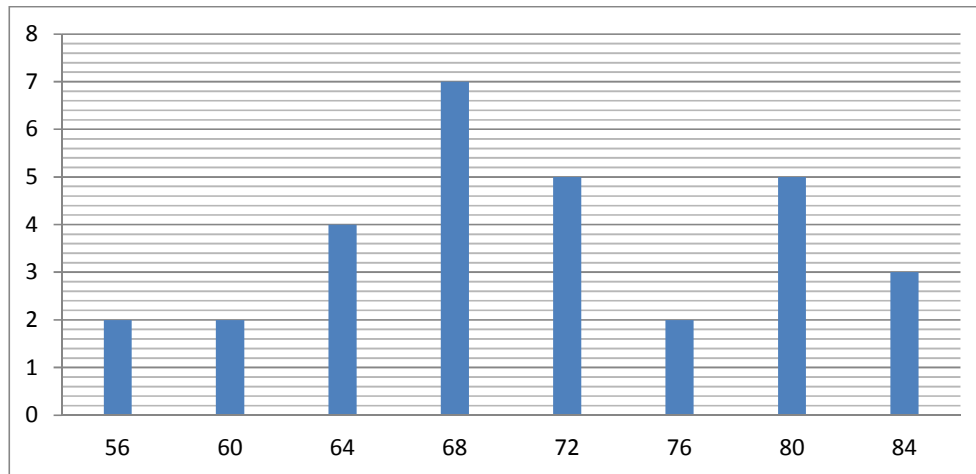


Figure 4  
The Result of Post-test in Control Class

Based on figure 4, it could be seen that from 30 students, there were 2 students got score 56, 2 students got score 60, 4 students got score 64, 8 students got score 68, 5 students got score 72, 2 students got score 76, 4 students got score 80, 3 students got score 84. It means that there 16 of students' numbers did not passed criteria of minimum mastery (KKM) and 14 of students' numbers passed criteria of minimum mastery (KKM). In this case, the standard score criteria of minimum mastery (KKM) in SMPN 22 Bandar Lampung is 72.

Table 8  
The Result of the Post-test in Control Class

Statistic	Score
N	30
Mean	70.53
Minimum	56
Maximum	84
Median	68.00
Variance	63.430
Std Deviation	7.964

Based on table 9, it could be seen that N of post-test in control class was 30, mean was 70.53, minimum was 56, maximum was 84, median was 68.00, variance was 63.430, standard deviation was 7.964. It showed students' reading comprehension after they got the treatments.

## **B, Result of Data Analysis**

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two assumptions that was done, before the researcher analyzed the data by using t-test.

### **1. Fulfillment of the Assumption**

Before knowing the result of data analysis by using independent sample t-test, firstly there were two assumptions that must be done and known. They were the normality test and the homogeneity test.

#### **a. Result of Normality Test**

The normality test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this research, the researcher tested normality after got score of the students in reading comprehension pretest and posttest of descriptive text using SPSS (*Statistical Package for Social Science*). The test of normality test employed is Shapiro-wilk<sup>a</sup>, because the total number of sample in this research is less than 50.

The hypotheses for normality test formulated as follows:

$H_0$  = the data have normal distribution

$H_a$  = the data do not have normal distribution

The test criteria:

$H_0$  was accepted if  $\text{Sig.} \geq 0.05$

$H_a$  was accepted if  $\text{Sig.} < 0.05$

Table 9  
The Normality Test of Experimental and Control Class

Class	Shapiro-wilk		
	Statistic	Df	Sig.
Control	.932	30	0.57
Experimental	.939	30	0.87

Based on the table 8 on the result of normality, it can be seen that (Sig.) P-value for control class was 0.057 and (Sig.) P-value for experimental class was 0.87 and  $\alpha = 0.05$ . it means that  $\text{Sig.}(P\text{-value}) < \alpha$  and  $H_0$  is accepted. The conclusion is that data in experimental and control class had normal distribution.

#### b. The Result of Homogeneity Test

The researcher did this homogeneity test to know whether the data is homogenous or not. The hypotheses for homogeneity test are formulated as follows

$H_0$  : the variance of the data is homogenous

$H_a$  : the variance of the data is not homogenous

While the criteria for the homogeneity text as follow:

$H_0$  is accepted if  $\text{Sig.}(P\text{-value}) \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.}(P\text{-value}) < \alpha = 0.05$

Table 10  
Result of Homogeneity test

Levene statistic	Df1	Df2	Sig.
.117	1	58	.733

Based on the result obtained in the test homogeneity of variance in the table 11, it could be seen that  $\text{Sig.}(P_{\text{value}})$  was  $0.733 > \alpha$  was  $0.05$ . it means that  $H_0$  was accepted because  $\text{Sig.}(P_{\text{value}}) > \alpha$  was  $0.05$ . It means that the variance of the data were homogeneous.

## 2. The Result of Hypothetical Test

After the researcher knew that the data was normal and homogeneous, the data was analyzed by using independent sample T-test in order to know the significant of the treatment effect. The hypothetical are:

$H_0$  : There is no any significant influence of using Somebody Wanted But So Strategy toward students reading Comprehension in narrative text in the eighth grade of SMPN 22 Bandar Lampung in the academic year of 2018/2019

$H_a$ : There is any significant influence of using Somebody Wanted But So Strategy toward students reading Comprehension in narrative text in the eighth grade of SMPN 22 Bandar Lampung in the academic year of 2018/2019

While the criteria of acceptance and rejection of the hypothetical are :

$H_a$  is accepted if  $\text{Sig.}(P_{\text{value}}) \leq \alpha = 0.05$

$H_0$  is accepted if  $\text{Sig.}(P_{\text{value}}) > \alpha = 0.05$

Table 11

The Result of Hypothetical Test

Gain equal variances assumed	t-test Equality of Means		
	T	Df	Sig.(2-tailed)
	2.264	58	.027

Based on the result obtained in independent sample t-test in table 12, the value of significant generated  $\text{Sig.}(P_{\text{value}})$  or  $\text{Sig.}(2\text{-tailed})$  of the equal variance assumed = 0.02 and  $\alpha$  was 0.05 it means that  $H_0$  is rejected and  $H_a$  is accepted. Based on computation, it can be conclude that there was any significant influence of using Somebody Wanted But So Strategy toward students reading Comprehension in narrative text in the eighth grade of SMPN 22 Bandar Lampung in the academic year of 2018/2019.

### C. Discussion

Reading is a way that used by the people to get information from a text. Lems states that reading is an interactive process that takes place between the text and the readers processing strategies and background knowledge. Reading comprehension will be best developed in association with writing, listening, and speaking activity.<sup>1</sup> It means that reading comprehension is an important skill in English that can be developed other skill because if their reading skill is good, it will be easier to them to master other skill.

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<sup>1</sup> Kristin Lems, *Teaching Reading To English Language Learners*, (New York: London, 2010), p. 33

Based on the finding of the research, there was any significant of using Somebody Wanted But So strategy on the students reading comprehension in narrative text. It showed by conducted tree meetings for treatment. The students were taught Somebody Wanted But So could understand how to read text well and understand the main idea and conclusion in the text, and were active in the class.

From the result, Somebody Wanted But So strategy is a strategy for reading especially in narrative text to help students understand the elements plot of the text into four Coolum SWBS chart, the students should jot down the character, the goals, problem and resolution of the story, and the students know about the summarize of the text . These activates made the students easy to get information also made the students wonder to reading the text. According to Berril Somebody Wanted But So is used to help students understand plot elements such as conflicts and resolutions.<sup>2</sup> Student can complete a chart or graphic organizer that identifies the character, the goal of the character, what problems or conflicts that are being faced, and what the resolution of the conflict. It means that the students can be the active readers because they could tell their idea by the SWBS chart and discussed with their friends so the class more enjoyable and fun and the reading also more interesting.

It was also supported by another researcher was conduct by Sari and Rahayu. It has the same agreement with Sari who applied several strategies including Somebody Wanted But So strategy to teach reading of narrative text for eight

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<sup>2</sup> Berrill, et.al, *Tutoring Adolescent Readers*, ( 2006 ) p. 20



grade of junior high school. From her research,<sup>3</sup> it could be concluded that the strategy made the activity among to teach the students' reading achievement better.

Another previous research was conducted by Rahayu . She conducted a research about Somebody Wanted But So strategy. She proves that Somebody Wanted But So was effective to improve student's reading comprehension rather than questioning strategy at eleventh grade students of social program SMA N 14 Padang.<sup>4</sup> In her research, there were many students who did not understand the purpose or content of the story they read. The students had difficulty in determining the main idea, supporting detail and important information in the text. Then to solve the problems, she use SWBS strategy to improve students' reading comprehension better. In short, the students' reading comprehension improves and the problem could be handled.

Based on the explanation above it can be conclude that the first research finding supports previous research from Sari and Rahayu that related to there is a significant improvement in reading comprehension achievement in pretest and post test after being taught thought Somebody Wanted But So Strategy

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<sup>3</sup>A Journal from Kumala Sari ,The Effectiveness Of Using Semantic Mapping Strategy in Reading Comprehension At SMP N 6 Semarang , available on <http://www.iteslj.org/>Accessed on Monday 21<sup>th</sup>,2017

<sup>4</sup> A Journal from Tri Rahayu ,The Effectiveness Of Somebody Wanted But So (Swbs) Strategy Toward Students' Reading Comprehension At Senior High School, available on <http://www.iteslj.org/>Accessed on Monday 21<sup>th</sup>,2017

At the beginning, the research the pretest was administrated to know the students achievement in reading comprehension narrative text before were the treatment, the result showed that the mean score test between pretest experimental and control class were slightly different. The score pretest in experimental class showed mean 61.47 and the score pretest control class mean 60.40.

Afterward the students taught by using Somebody Wanted But So strategy in the experimental class and translation technique in control class. The materials was three topic of narrative text for three treatments after the treatment, the result showed that the mean score post test between experimental and control class were slightly different. The score post test in experimental class showed mean 74.67 and the score posttest in control class showed mean 70.53. it means that students' score has increased after giving the treatment. Next, the researcher analyzed the data of normality test score and it showed that the data were normal.

After looking at the data normality test which the data were normal. The researcher tested the data by using Shapiro-wilk. Shapiro wilk included parametric statistic which was used to test the data with the normal distribution data.

Based on the analysis of the data and the testing of hypothesis, the result of independent sample t-test was null hypothesis ( $H_0$ ) is refused and alternative hypothesis ( $H_a$ ) is accepted. It means that treatments had influence of using Somebody Wanted But So strategy toward student reading comprehension, so alternative hypothesis is accepted.

In conclusion, the researcher concluded that Somebody Wanted But So strategy was more helpful to be used for the students to help them memorize the story and understand plot element of the story in reading comprehension than using translation technique, so finally there was any significant influence of using Somebody Wanted But So strategy towards students reading comprehension on narrative text at the eighth grade of SMPN 22 Bandar Lampung in the academic years 2018/2019.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the researcher that was carried out in SMPN 22 Bandar Lampung in the academic year 2018/2019, the researcher might draw conclusion as follows:

In the previous chapter the researcher had analyzed the data statistically. Based on the statically analysis, there was a significant influence of using the Somebody Wanted But So strategy towards students' reading comprehension on narrative text at the eighth grade of SMPN 22 Bandar Lampung in the academic year 2018/2019. The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig. (2-tailed) is 0.002. It is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted.

#### **B. Suggestion**

In reference to the conclusion above, it is suggested that the teacher of junior high school used Somebody Wanted But So strategy for teaching English especially in teaching reading comprehension but SWBS also help students in writing, because they can jot down the plot element of the story in the SWBS chart, the result of the study can be used as reference to conduct further study about the effectiveness of using Somebody Wanted But So strategy.

### 1. Suggestion for the Teacher

- a. Considering the strategy, the researcher suggests the English teacher to apply Somebody Wanted But So as alternative strategy to teaching reading comprehension on narrative text. Because both of them have the same elements in consist of identifying the characters, setting, plot, conflict, and resolution. It can help the students jot down and comprehend the text well.
- b. The teacher should not to concern the students to fulfill the Somebody Wanted But So chart by using English, because the students more easily to use *Bahasa* when they shares their ideas, it can more relate about their ideas and the materials.

### 2. Suggestion for the students

- a. The students should be more concentrate and active in learning English. Never give up, study hard and practice in learning activity, it would be better if the students do it in the learning process
- b. The students should have motivation to learn English in order to improve their Reading Comprehension.

### 3. Suggestion for further Research

After concluding the result and getting the result, the researcher would like to suggest order researcher to develop this research with different material or order to increase students reading comprehension, hopefully the result of the research could be a reference.

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Answer sheet

NAME :

CLASS :

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D

31	A	B	C	D
32	A	B	C	D
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34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D

41	A	B	C	D
42	A	B	C	D
43	A	B	C	D
44	A	B	C	D
45	A	B	C	D
46	A	B	C	D
47	A	B	C	D
48	A	B	C	D
49	A	B	C	D
50	A	B	C	D

## Appendix 1

### The Result of Interview with the English teacher in preliminary research

Interview was conducted at SMPN 22 Bandar Lampung on 6<sup>th</sup> February 2018. Mrs. Wiwin Prihatini the English Teacher of eighth grade class in an informant.

No	QUESTION	ANSWER	CONCLUSION
1.	How long have you been teaching English in this school?	I have been teaching English about Ten Years	Based on the preliminary research, the teacher has teaching too long
2.	Could you explain your experience in teaching English, especially in teaching Reading narrative text ?	one of skill is very difficult to students is reading, student difficult to know the meaning because they are lack in vocabulary and not understand the idea of the text that's the problem of them	She said that she hard to teach his students. Because some her students feel difficult to understand the meaning
3.	Do you have special method, strategies, or technique in teaching Reading ?	I use translation strategy	She said , she used translation strategy because the teacher explain and student translate the text by looking up dictionary
4.	Do you have problem in teaching Reading? What are they?	Yes I have, most of the student not understand what the text mean, and I am hard to teach them in reading.	She said that some student didn't understand and lazy to try and learn about the material.
5.	How is students ability in Reading Comprehension ?	The Ability is still low, just one and two student can comprehension the text well.	She said that the students ability in reading comprehension is still low because they do not know what the text mean and the idea in the paragraph.
6	Do you ever use strategies or technique in teaching Reading especially in narrative text ?	Yes , the translation Strategy	She said she use translation strategy to teach reading comprehension in narrative text .

## Appendix 2

### The Interview with the student in preliminary research Interview for student

**Name : Fadil Prasetyo Alfarizi**

**Class : VIII. E**

	Question	Answer	Conclusion
1	Do you like English lesson?	I don't like English so much	He don't like English, because he not interesting and understand about the material
2	Can you explain your reason, why you don't like English lesson?	Because English not fun and make bored	He said that English is bored and not fun so the teacher must have a new technique or strategy.
3	Do you like Reading Narrative text ?	No I don't like	He don't like reading narrative text.
4	Can you explain your reason, why you don't like Reading especially in narrative text ?	Because reading make me bored and not interesting to read long paragraph	He always feel bored when he read the long paragraph and didn't understand about the meaning .
5	Do you like technique of your teacher when learning?	Yes , I like it	He like the technique that teacher give but sometimes he don't try the material.
6	Do you like read text narrative?	Not , because the text make me bore and over long .	He don't like because need long time and didn't know the meaning and idea in the paragraph

**Name : Alya syaharani putri**

**Class : VIII. C**

No	Question	Answer	Conclulsion
1	Do you like English lesson?	Yes, I like it.	She likes English because English is important to communication
2	Can you explain your reason, why you like English lesson?	I like English cause my Teacher English is very well to teach me	She like English because she want to speak English well
3	Do you like Reading skill especially narrative text ?	Yes , I like it	She like read narrative text because his hobby is reading , so she like reading narrative text
4	Can you explain your reason, why you like Reading especially in narrative text?	Because reading make me get more information.	She like reading because she get more information and get moral value in the story
5	Do you like the technique of your teacher when learning?	Yes , I like it	She like it, because the teacher always help her to understand the material
6	Do you ever feel that reading is difficult for you ?	Yes , sometime I don't know about the text and the meaning text.	she has the difficulties about meaning of the text

**Name : Taufiq Ahmad shandy tsaqief**

**Class : VIII.A**

No	Question	Answer	Conclusion
1	Do you like English lesson?	Yes, I like it.	He like English when he understand the material
2	Can you explain your reason, why you like English lesson?	I like English because I want to communication with English	He like English because he went to speak English well to communication.
3	Do you like Reading skill especially narrative text?	Yes , I like it	He like reading a narrative text because the story is entertains.
4	Can you explain your reason, why you like Reading ?	Because I like reading a novel three musketeers	He like reading because his hobbies is reading , and the one of story he has read is three musketeers.
5	Do you like the method of your teacher when learning?	Yes , I like it	He like it because the teacher always help him.
6	Do you ever feel that reading is difficult for you ?	Yes of course , I don't understand the meaning and sometimes I like read the story in Indonesia	He said that he don't know the meaning and feel didn't understand about the text.

**Name : Gusti Claudia**

**Class : VIII. C**

No	Question	Answer	Conclusion
1	Do you like English lesson?	No I don't like English	She don't like English because English is difficult.
2	Can you explain your reason, why you don't like English lesson?	Because English is very difficult	She said English is difficult and she don't understand what the meaning and sometimes feel bored .
3	Do you like Reading skill especially in narrative text ?	No I don't like reading	She don't like reading because she don't know about the meaning.
4	Can you explain your reason, why you don't like Reading skill?	Because reading make me bored and reading usually long paragraph so it make me bored	She always feel bored when read along paragraph and she said that wasted the time .
5	Do you like the Technique of your teacher when learning?	Yes , I like it	She like it, but sometimes she didn't understand about the materials.
6	Do you ever feel that reading is difficult for you ?	Yes , I don't know so much about the vocabulary so I feel understand the meaning text that I have read.	She said that the difficulties in reading is the vocabulary.



### Appendix 3

#### FORMULIR VALIDASI UNTUK TES MEMBACA SBELUM PRE TEST

Arahan:

Untuk setiap pertanyaan, berikan jawaban anda dengan mencentang tabel di bawah yang mewakili jawaban anda.

No	Question	Yes	No	Comments
1.	Apakah indikator-indikator sudah mencakup semua aspek yang di ukur?			
2.	Apakah Alokasi waktu sudah cukup dan petunjuk pengerjaan sudah jelas ?			
3.	Apakah butir soal nomor 1,7,13, 18, 23, 28, 36, 34 di table specification try out pre-test sudah sesuai dengan aspek <i>main idea</i> ?			
4.	Apakah butir soal nomor 5, 21, 24, 44 di table specification try out pretest sudah sesuai dengan aspek <i>expression/idiom/phrase in context</i> ?			
5.	Apakah butir soal nomor 6, 10, 11, 19, 29, 38, 46 di table specification try out pre-test sudah sesuai dengan aspek <i>inference (implied detail)</i> ?			
6.	Apakah butir soal nomor 2, 9, 14, 26, 30,37, 45 di table specification try out pre-test sudah sesuai dengan aspek <i>grammatical features</i> ?			
7.	Apakah butir soal nomor 8,15,25,27,32,39,48. di table specification try out pretest sudah sesuai dengan aspek <i>detail (scanning for a specially stated detail)</i> ?			
8.	Apakah butir soal nomor 17, 31, 34, 40, 47 di table specification try out pre-test sesuai dengan aspek <i>Excluding facts not witten</i> ?			
9.	Apakah butir soal nomor 12,22,35,41 di table specification try out pretest sesuai dengan aspek <i>supporting idea</i> ?			
10.	Apakah butir soal nomor 3,4, 16,20,33,42,49,50 di table specification try out pre-test sesuai dengan aspek <i>vocabulary in context</i> ?			

Komentar umum :

Tolong berikan komentar dan saran secara umum yang anda miliki tentang perkembangan ini

.....  
.....  
.....

Bandar Lampung,  
Validator

Wiwin prihatini, S.Pd



#### Appendix 4

#### FORMULIR VALIDASI UNTUK TES MEMBACA SBELUM POST TEST

Arahan:

Untuk setiap pertanyaan, berikan jawaban anda dengan mencentang tabel di bawah yang mewakili jawaban anda.

No	Question	Yes	No	Comments
1.	Apakah indikator-indikator sudah mencakup semua aspek yang di ukur?			
2.	Apakah Alokasi waktu sudah cukup dan petunjuk pengerjaan sudah jelas ?			
3.	Apakah butir soal nomor 1, 10, 15, 24, 30, 41, 46 di table specification try out post-test sudah sesuai dengan aspek <i>main idea</i> ?			
4.	Apakah butir soal nomor 6, 17, 33, 36, 39, 42, 50 di table specification try out post test sudah sesuai dengan aspek <i>expression/idiom/phrase in context</i> ?			
5.	Apakah butir soal nomor 4,9,16, 25, 28, 45 di table specification try out post test sudah sesuai dengan aspek <i>inference (implied detail)</i> ?			
6.	Apakah butir soal nomor 2, 19,27,30 di table specification try out post-test sudah sesuai dengan aspek <i>grammatical features</i> ?			
7.	Apakah butir soal nomor 20, 23, 26, 29, 31, 40, 49 . di table specification try out post test sudah sesuai dengan aspek <i>detail (scanning for a specially stated detail)</i> ?			
8.	Apakah butir soal nomor 3, 12, 14, 21, 43 di table specification try out post -test sudah sesuai dengan aspek <i>Excluding facts not witten</i> ?			
9.	Apakah butir soal nomor 5, 8, 11, 22, 28, 35, 38, 47 di table specification try out post test sesuai dengan aspek <i>supporting idea</i> ?			
10.	Apakah butir soal nomor 7, 13, 18, 32, 36, 37, 44, 48 di table specification try out post-test sesuai dengan aspek <i>vocabulary in context</i> ?			

Komentar umum :

Tolong berikan komentar dan saran secara umum yang anda miliki tentang perkembangan ini

.....  
.....  
.....

Bandar Lampung,  
Validator

Wiwin prihatini, S.Pd



## Appendix 5

### THE PRETEST READING COMPRHENSION TEST FOR EXPERIMENTAL CLASS AND CONROL CLASS AFTER VALIDITY

---

NAMA :  
 KELAS :  
 ABSEN :  
 WAKTU : 90 Menit

---

**Direction : Read the text carefully, then answer the question by the giving a cross mark (X) on the correct option (a,b,c,d) !**

**The following text is for question 1-5**

A long time ago, in a dense forest lies the are very much. Among the animals, which live there is a cat arrogant very clean, hairy and smooth white. So many animals who liked it, but she was to proud and arrogant to excess.

One day, the cat wants to live alone without family cat, because she felt it was great to rend for themselves without the help of her family. On her way she's resting adjacent to the family chickens. Sunny morning, when the cat is angry because her voice has awakened chickens, "hi chicken presumptuous of you to wake coupled with your son, your son is ugly" said the cat. Chicken family very angry, they repel cats, with feeling annoyed cat it. With feeling so tired cat sleeping in the shoulders of an elephant, When elephant was about to wake up the elephant accidentally dropped the cat " hi you fool elephant, why you dropped me,, you want to kill me?" elephant closer and said "oh you're so beautiful". Cat scratches elephant, rampage elephants make that cat darted him.

Cats are very upset and hungry, she tried to look for food on the ground. She met worm "you are a beautiful cat but why did you take my food." The cat said "all animals are well aware of my beauty because I was entitled to do as I please". And worm said "bask cat snob, what you can survive in the soil". "hahaha it's the little things" said the cat. They also made a deal.

Eventually, after a day on the ground cat worm group tried to see, but the cat was already dead. Some worm told this to the cat family, but when her family until the cat arrogant who had died, had been in the eating lions.

Adapted From: <http://andriantanjungenglish.blogspot.co.id/2013/05/contoh-soal-narrative.html>

1. What the main idea of the passage?
  - A. There was kindness cat.
  - B. There was beautiful cat with smooth fur.
  - C. There was beautiful cat but she was arrogant.
  - D. The cat and her family live in the forest
  
2. What is the cat wants?
  - A. The cat was very clean, hairy and smooth white.
  - B. The cat wants to live alone without family.
  - C. The cat was sleeping in the shoulders of an elephant.
  - D. The cat was not already dead.
  
3. “Hi you fool elephant, why you dropped me, you want to kill me?”  
 The underlined word refers to....
  - A. Elephant
  - B. Cat
  - C. Chicken
  - D. Worm

### **THE CAMEL, THE DEER AND THE HORSE**

**By Dulce Rodrigues**

Long time ago when animals could talk, the camel had antlers and a long, thick, beautiful tail. So the camel was very proud of him self, and he always showed off his beautiful and magnificent antlers to the others.

One day the camel went to drink at the nearby river. A deer then out of the woods, bowed to him, and said rather sadly : “I was invited to a party to night, but how can I go there with such a bare forehead? Even if it is just for one hour, I wish to go with such beautiful and antlers as yours. Dear friend, could not you land me your antlers for tonight ? I will return them tomorrow, when you came here to drink.”

The camel, though he was a little vain, had a good heart and took pity on poor deer’s bald head. So he took his antlers off and gave them to deer, saying, “well tomorrow when I came to drink you must return them to me.”. the deer quickly took the antlers and this appeared in to the woods. On his way, he met a horse and told him how he had got his antlers

The horse, who had also invited to the party, thought he would like to find a nice body decoration, too. He then went to the camel and asked him to give his tail. The kind-hearted camel trusted the horse and gave him his tail.

The next day, the camel went to the meeting point as agreed. While waiting, he was drinking and stretching his neck to see if the deer and the horse whole

came. But none of them showed up. Many days and years have passed since then, and poor camel has still not got back his antlers his tail.

Because he drank too much water while waiting for the deer and the horse, the camel has got a hump full of water; and because he stretched his neck gazing long and hard for the deer and the horse, his neck has grown long.

The horse kept his tail but, whenever he sees the camel in the distance he runs away.

As to the deer he also cut his antlers, but he has to change them every year because the luck of having antlers didn't belong to him but to the camel, and he only got them by betraying the camel.

4. Who are the main characters of the story?
  - A. The camel, the ant, and the bird
  - B. The horse, the camel, and the ant
  - C. The camel, the deer, and horse
  - D. The deer, the dog, and the cat
5. Why the camel gave antlers and tails to their friend?
  - A. Because he was stupid
  - B. Because he was clever
  - C. Because he was kind hearted
  - D. Because he was cruel

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp...! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Ha... ha...ha... Stupid crocodile! Can't you tell the difference between a stick and a leg?" Then Mouse Deer ran off to drink somewhere else. In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you." Really...? Tell us what to do," said Crocodile. "You must line up from this side of the river to the other side," said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the other side of the river. "How many are there?"



asked Crocodile. "Just enough," said Mouse Deer. He laughed as he ran to the forest.

Adapted from : *Detik-detik UN bahasa inggris; 2009/2010; intan pariwisata*

6. It can be inferred from the passage that....
  - A. One day, mouse deer went down to the river to take a drink.
  - B. He jumped onto the next crocodile.
  - C. Mouse deer ran away from crocodile by kept jumping until he arrived on the other side of the river.
  - D. In the next, mouse deer wanted to cross the river.
7. What did the mouse Deer do after the crocodile line up across the river?
  - A. Mouse Deer walked onto crocodile's back.
  - B. Mouse Deer back to the coast river.
  - C. Mouse Deer leaped onto crocodile's back.
  - D. Mouse Deer hit the crocodile's back.
8. In the text above, what tenses is used by the writer...
  - A. Simple past future .
  - B. Simple future
  - C. Simple present
  - D. Simple past.

Once when a lion was a sleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him. "Pardon, o King. Forgive me this time. I shall never forget it: who knows I maybe able to do you a good turn some of these day?" The lion was so tickled at the idea often mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who wanted to carry him alive the king, tied him to a tree while they went in search of a wagon to carry him in. just than the little mouse happened to pass. By and see the sad plight in which the lion was. The little mouse went up o him and soon gnawed away the ropes that bound the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

Adapted from: *Buku Kerja Bahasa Inggris 2012*

9. Which of the following is NOT true about the little mouse?
- A. The little mouse went up the him and soon gnawed away the ropes that bound the king of the beats.
  - B. He tried hard to help the lion tree.
  - C. The little mouse happened to pass by and see the sad plight in which the lion was.
  - D. He will forget the lion's help.
10. The word "Paw" in line 2 is closest in meaning....
- A. Bite
  - B. Claw
  - C. Push
  - D. Pull
11. The sentence "Pardon, O King "cried the little mouse "forgive me for this time" in line 4 expresses....
- A. Interested
  - B. Happy
  - C. Afraid
  - D. Angry

### The Rabbit and the Turtle

One day, a rabbit was keep boasting about how fast he could run. he was laughing at the turtle for being so slow, the rabbit's jaw dropped as the turtle challenge him to a race. The rabbit thought it was joke and accepted the challenge.

As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got the halfway and could not see the turtle anyway. He was tired and decided to stop and take a short nap. All this time the turtle kept walking step by step. He never quit no matter how tired he got. However, the rabbit slept longer than he had and wake up. He could not see the turtle, so he went at finish line with full-speed and found the turtle was there waiting for him.

12. Which of the following is the supporting idea of paragraph 1?
- A. The rabbit thought he could win easily against the turtle .
  - B. The rabbit thought it was a joke and accepted the challenge
  - C. The rabbit never quit no matter how tired he got
  - D. The rabbit he never quit no matter how tired he got

13. The rabbit's jaw dropped as the turtle challenge him to race. The expression of "Jaw dropped" means

- A. Scared
- B. Laughed
- C. Surprised
- D. Sick

14. The turtle challenge the rabbit to...

- A. Race
- B. Sing
- C. Jump
- D. Swim

### The mouse deer and Tiger

One day, while a mouse deer was walking in the forest, he saw a big, black snake sleeping under the tree. When he saw the snake, the mouse deer was frightened. When he wanted to run away from the snake, he suddenly fell on top a tiger which was sleeping not far from the snake.

The tiger woke up and took hold of the mouse deer. He told the mouse deer that he was going to eat him for lunch. "Please don't eat me now", said the mouse deer. "I have something important to do". "Look", said the mouse deer. "That is the king's belt. He asked me to stay here and watch it while he was away in the forest".

The tiger looked at the snake and said " That is a beautiful belt. I need a belt like that. Can I wear it?" He asked the mouse deer. "Oh, all right." said the mouse deer. So he picked up the snake and winded it around the tiger. Then the snake woke up and saw the tiger. The snake twisted itself tighter and tighter, until the tiger couldn't breathe. The tiger asked the mouse deer to help him. But the mouse deer turned and ran away into forest.

15. What is main idea of the first paragraph ?

- A. The mouse deer was frightened.
- B. The tiger woke up and took hold of the mouse deer.
- C. The tiger asked the mouse deer to help him
- D. The mouse deer saw a big black Snake sleeping under the tree  
When he saw walking in the forest.

16. It can be inference from the text that mouse deer is...

- A. Hungry
- B. cleaver
- C. Sleepy
- D. Stupid

17. One day while mouse deer was walking in the **forest** .. The synonym of the underline word is ...

- A. Park
- B. Zoo
- C. Wood
- D. Tree

18. The Following is not true according to the passage is..

- A. The tiger told the mouse deer he was going to eat him for lunch.
- B. the mouse deer saw a big tiger sleeping under the tree.
- C. The tiger thought that snake was a belt
- D. The snake twisted it self tighter until the tiger couldn't breathe.

### **The lamb and the wolf**

A lamb was grazing with a flock of sheep one day. She soon found some sweet grass at the edge of the field. Farther and farther she went, away from the others.

She was enjoying herself so much that she did notice a wolf coming nearer to her. However, when is pounced on her, she was quick to start pleading, "Please, please don't eat me yet. My stomach is full grass, if you wait a while, I will taste much better." The wolf thought that was good idea, so he sat down and waited.

After a while, the lamb said "If you allow me to dance, the grass in my stomach will be digested faster." Again the wolf agreed. While the lamb was dancing, she had new idea. "She said, "Please take the bell from around my neck. If you ring it as hard you can, I will be able to dance even faster.

The wolf took the bell and rang it as hard as he could. The shepherd heard the bell ringing and quickly sent his dogs to find the missing lamb. The barking dogs frightened the wolf away and saved the lamb's life.

19. What is main idea on the paragraph 2 ?

- A. A lamb was grazing with a flock of sheep one day.
  - B. The lamb did not notice a wolf coming nearer to her
  - C. She soon found some sweet grass at the edge of the field
  - D. the lamb did notice a wolf coming nearer to her.
20. When it.... on her, she was quick to start pleading find.
- A. Was pounces
  - B. Were pounces
  - C. Pounces
  - D. Pounced
21. Which the following statement is not true according to the text?
- A. The lamb did not notice a wolf coming nearer to her
  - B. The lamb did notice a wolf coming nearer to her
  - C. The shepherd heard the bell ringing
  - D. The barking dogs frightened the wolf away
22. Which of the following is the supporting idea on paragraph 3 ?
- A. The lamb have a good idea to make herself safe
  - B. The barking dogs frightened the wolf away and saved the lamb's life
  - C. The shepherd didn't heard the bell ringing
  - D. The wolf thought that was a good idea.
23. When it pounced on her, she was quick to start **pleading** (paragraph 3)  
the underline word means ....
- A. Request
  - B. Cary
  - C. Negotiation
  - D. Scare

### A bear and a Rabbit

Once upon a time, a beer and rabbit lived as neighbors. Unlike the beer, the rabbit was good hunter. Therefore, the beer always asked the rabbit to hunt for him. The rabbit could not refuse the bear's demand because he is afraid of the bear.

Every week, the rabbit went to the woods to shoot buffaloes. Many buffaloes have been killed by rabbit, However, the beer was very gluttonous. He did not allow the rabbit to get any meats. Poor rabbit would have to go home stomach empty all the time.

The bear was father of five children. The mother bear always gave her youngest boy an extra large piece of meat. But the baby never ate the extra meat. Secretly, he would take the meat towards the rabbit's house in this way, the poor rabbit would get his meal unknown to papa bear.

24. Which of the following is supporting idea of paragraph 3?

- A. A bear and rabbit lived as neighbors
- B. Secretly, he would take the meat outside and pretend to play ball with it
- C. The bear was the father of five children
- D. Poor rabbit would have to go home stomach empty all the time.

25. the rabbit could not Refuse the bear's demand because he is afraid of bear. (paragraph 1). The underline words means....

- A. Request
- B. Demand
- C. Reject
- D. Receive.

Answer key

1. = C	6. = C	11. = B	16. = A	21. = A
2. = B	7. = C	12. = C	17. = B	22. = C
3. = B	8. = D	13. = B	18. = B	23. = D
4. = C	9. = D	14. = A	19. = D	24. = D
5. = B	10. = C	15. = A	20. = A	25. = C





## Appendix 6

### THE POSTTEST READING COMPREHENSION TEST FOR EXPERIMENTAL CLASS AND CONTROL CLASS AFTER VALIDITY

---

NAMA :  
 KELAS :  
 ABSEN :  
 WAKTU : 90 Menit

---

**Direction : Read the text carefully, then answer the question by the giving a cross mark (X) on the correct option (a,b,c,d) !**

One day, there was a beautiful girl named Cinderella. She lived with a wicked stepmother and her two stepsisters. They treated Cinderella very bad and did not appreciate her. Near from her home, there was a king's palace which was so beautiful and there would be held a big party. Her stepmother and her sisters were invited to attend the party. However, they did not allow her to go to the party. She was ordered to sew the party dresses that would be worn by her mother and sisters. While, she did not have time to sew her dress. Her mother and her sisters went to a party and left Cinderella alone at home.

She felt very sad and cried. Between her tears, suddenly a fairy godmother appeared and said "do not cry, I can send you to the ball now!", But she kept crying and looked so sad. She said, "I do not have a dress to wear in the ball". The fairy godmother of course would not be worry and waved the wand to transform the Cinderella's old clothes into the new dress which was very beautiful. Furthermore, that fairy godmother touched Cinderella's foot with the wand and suddenly Cinderella had beautiful glass slippers. Cinderella was shocked and said, "wow, thank you, but how I could go to the ball?". Fairy godmother then went into the kitchen and saw four rats. She turned it into golden four horses and into a beautiful buggy. Before leaving home, the Fairy Godmother said "Cinderella, you have to go home at middle of the night, because this magic will works only until midnight!" When Cinderella entered the palace, everyone was stunned by her beautiful face.

In fact, no one recognized her because she was so different. Cinderella was so pretty with the dress and the glass slippers. A handsome prince also saw Cinderella and he fell in love. He met Cinderella and asked, "Do you want to dance?" And she said, "yes, I want to dance with you". Prince and Cinderella danced during the night and she was so happy at that night. She forgot the fairy godmother warning that she should go home in the middle of the night. At the last

moment, Cinderella remembered her promise to the fairy godmother and went home. “I must go!”, said her. She ran quickly and one of her glass slippers left but she did not come back to pick it up.

Cinderella arrived home a few minutes later. When she arrived, the clock struck in twelve. The horses and the buggy back into the previous shape and she did not wear the glass slippers and the beautiful dress anymore. After that, her stepmother and sisters came home and talked about the beautiful woman who danced with the prince. They were very curious about the identity of the woman who suddenly appeared. In the palace, Prince kept thinking about Cinderella and he fell in love. Prince wanted to find out the identity of the girl, but he even did not know her name. Prince has only found the glass slipper, and he said, “I will find her, and I will marry the woman whose foot fits into this glass slipper!”. In the next day, the prince and his bodyguards went to all the existing home. They wanted to find a woman whose foot matched with the size of the shoe. Cinderella stepsisters also tried the glass slipper but their feet do not match. When Cinderella wanted to try, her stepmother prevented and forbidden her. However, the prince said, “let her trying!”. When Cinderella wore a glass slipper, she had a perfect leg for the shoe. The prince then recognized her and he was convinced that she was a woman who danced with him at the dance. He married Cinderella and they lived happily.

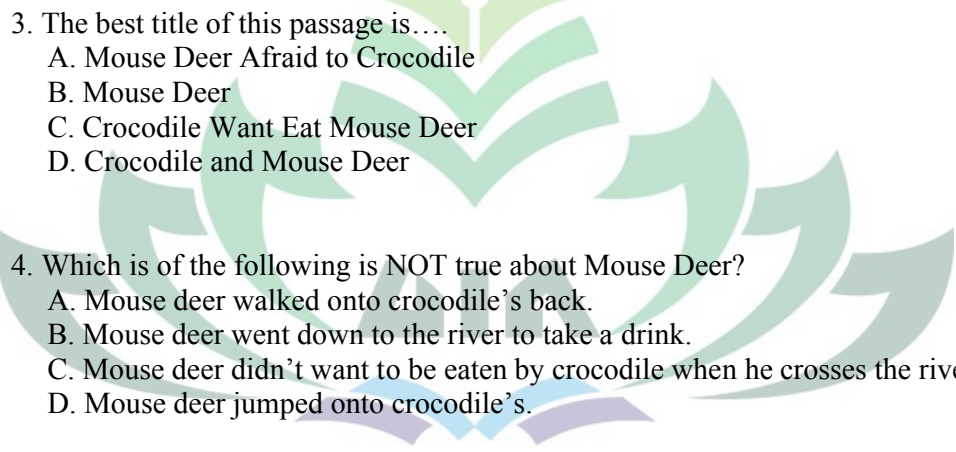
Adapted from: (<http://freeenglishcourse.info/conderella-story-the-clearest-example-of-narrative-text/>)

1. In the text above, what tense is used by the writer?
  - A. Simple future
  - B. Simple past continuous
  - C. Simple past
  - D. Simple present
2. Which of the following is true about Cinderella?
  - A. Cinderella was ugly with the dress and the glass slippers.
  - B. Cinderella hasn't step mother.
  - C. Cinderella's stepsisters are kind.
  - D. Cinderella ran quickly and one of her glass slippers left but she did not come back to pick it up.

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. “I wonder if the water's warm. I'll put in my leg and find out.” Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp...! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. “Ha... ha...ha... Stupid crocodile! Can't you tell the difference between a stick and a leg?” Then Mouse Deer ran off to drink somewhere else. In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that

Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you." Really...? Tell us what to do," said Crocodile. "You must line up from this side of the river to the other side," said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the other side of the river. "How many are there?" asked Crocodile. "Just enough," said Mouse Deer. He laughed as he ran to the forest.

Adapted from : *Detik-detik UN bahasa inggris; 2009/2010; intan pariwara*

- 
3. The best title of this passage is....
    - A. Mouse Deer Afraid to Crocodile
    - B. Mouse Deer
    - C. Crocodile Want Eat Mouse Deer
    - D. Crocodile and Mouse Deer
  4. Which is of the following is NOT true about Mouse Deer?
    - A. Mouse deer walked onto crocodile's back.
    - B. Mouse deer went down to the river to take a drink.
    - C. Mouse deer didn't want to be eaten by crocodile when he crosses the river.
    - D. Mouse deer jumped onto crocodile's.
  5. The word "Stupid" in line 6 is closest in meaning to....
    - A. Great
    - B. Bad
    - C. Honest
    - D. Silly

Once when a lion was a sleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him. "Pardon, o King. Forgive me this time. I shall never forget it: who knows I maybe able to do you a good turn some of these day?" The lion was so tickled at the idea often mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who wanted to carry him alive the king, tied him to a tree while they went in search of a wagon to carry

him in. Just then the little mouse happened to pass. By and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

Adapted from: *Buku Kerja Bahasa Inggris 2012*

6. Which of the following is NOT true about the little mouse?
  - A. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beasts.
  - B. He tried hard to help the lion.
  - C. The little mouse happened to pass by and see the sad plight in which the lion was.
  - D. He will forget the lion's help.
7. The best title for the passage is....
  - A. The Lion and The Little Mouse
  - B. The Hunters Carried The Lion Alive To The King
  - C. The Lion Was Tied To A Tree By The Hunters
  - D. The Little Mouse Could Prove That He Could Help The Lion
8. Which of the following is implied in the passage?
  - A. Don't look at someone because of his clothes
  - B. It is best to prepare for the days of necessity
  - C. Common people may prove great ones
  - D. United we stand, divided we fall
9. The sentence "Pardon, O King" cried the little mouse "forgive me for this time" in line 4 expresses....
  - A. Interested
  - B. Happy
  - C. Afraid
  - D. Angry
10. The word "Paw" in line 2 is closest in meaning....
  - A. Bite
  - B. Claw
  - C. Push
  - D. Pull

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them. Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she wants inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs Doc, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White." The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

Adapted From: <http://kumpulan-soal-blogspot.co.id/2015/12/kumpulan-contoh-soal-ceritanarrative.Html>

11. The third paragraph is TRUE according to the text?
- A. Where Snow White's aunt and uncle had breakfast.
  - B. What Snow White did after hearing her uncle's plan.
  - C. How Snow White went into the cottage.
  - D. With whom Snow White ran away into the woods.

12. We can conclude that seven dwarfs ?
- A. Arrogant and didn't like with snow white
  - B. Angry with Snow White
  - C. kind and friendly with Snow White
  - D. They are want to leaving Snow White Alone

Once when a lion was a sleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him. "Pardon, o King. Forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these day?" The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go. One day the lion was caught in a trap. Some hunters who wanted to carry him alive the king, tied him to a tree while they went in search of a wagon to carry him in. just than the little mouse happened to pass. By and see the sad plight in which the lion was. The little mouse went up o him and soon gnawed away the ropes that bound the king of the

beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

Adapted from: *Buku Kerja Bahasa Inggris 2012*

13. The best title for the passage is....
  - A. The Lion and The Little Mouse
  - B. The Hunters Carried The Lion Alive To The King
  - C. The Lion Was Tied To A Tree By The Hunters
  - D. The Little Mouse Could Prove That He Could Help The Lion
14. Which of the following is implied in the passage?
  - A. Don't look at someone because of his clothes
  - B. It is best to prepare for the days of necessity
  - C. Common people may prove great ones
  - D. United we stand, divided we fall

once there were two horses. Both of them were pulling a cart. The first horse pulled the cart well, but the second horse kept stopping.

The load of the second horse was moved onto the first horse. No wonder, the first horse got tired soon. Seeing that, the second horse walked with ease and said to the first horse "work hard and sweat! The more you try, the more humans make you work."

When the two horses got into the stable, their master came and said, "Why would I feed two horses if only one horse works? I shall do better to eat and kill the other."

"I shall at least be on his side." Said the first horse.

Then, the second horse was killed for he did not work well.

15. What is the purposes of the text above ?
  - A. To give information about a particular thing
  - B. To inform the reader about past activities
  - C. To amuse reader with a story
  - D. To describe something in detail
16. What is the story about ?
  - A. Horses and their master
  - B. A Horse and the master



- C. A lazy horse
- D. Two horses

17. How did the story end ?

- A. The master took a horse into a stable
- B. Only one horse was fed by the master
- C. A horse was killed for his laziness
- D. Two horses live happy together

A Man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "you are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but bird wouldn't talk. One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will it you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

Adapted From: (sumber: *detik-detik UN bahasainggris*; 2005/2006; *IntanPariwara*)

18. The sentence "You are a stupid bird!" in line 5 expresses....

- A. Shock
- B. Happy
- C. Sad
- D. Angry

Long time ago there lived a married couple. They were very lonely because they did not have children who accompanied them. Every day the couple prayed to god to be given a child. Until one day his wife was pregnant. Her husband was very happy and the days they turned into happiness. One day his wife fell ill. She suffered a strange illness. So many times, her husband treated her but she was still sick. The husband also confused his wife was getting worse. Even she did not want to eat and drink. "You have to eat a lot so that our children healthy!" said her husband. "I cannot eat any food" replied his wife.



The husband thought that deep in the forest there was a magical flower that can cure all diseases guarded by a witch. Because of his love for his wife, he went to the forest. After arriving in the woods, he crept to take the flowers. When she was picking the flowers that were in the midst of garden, the witch knew. She was furious and wanted to kill him. "Please do not kill me. My pregnant wife was sick. If I did not give this magical flower she and my baby will die" the husband said.

Finally the witch let him go, but with one condition when the baby was born, he had to give the baby. Without thinking, her husband agreed. When he got home, he gave the magic flower to his wife. Then his wife's illness miraculously disappeared and she born a beautiful baby. When the baby was born, the witch came. She robbed the baby and took him away. They could not do anything about it. The witch was holding their baby at a very high tower with no doors. The tower only has a window in it. Witch was raising the child in the tower and named her Rapunzel. Rapunzel grew into a beautiful girl. Her hair which was never cut became very long. The witch was always coming to the tower to bring food. She always called him from below, "Rapunzel let your hair down". She used her hair as a rope to climb the tall tower. Rapunzel stayed on top of the tower alone even she never saw human except that witch. She had a very beautiful voice so that her days were spent to sing.

One day, a handsome prince passed the tower. He heard Rapunzel singing so beautifully. He fell in love with her voice. The prince came to the tower every day to hear Rapunzel sing. One day, the prince saw a witch climbed the tower using Rapunzel hair. The next day, the prince tried to climb the tower. She called Rapunzel. "Rapunzel let down your hair" he said. The prince climbed to the top of the tower. Having reached the top, Rapunzel surprised that the one who came is not witch but others. They both met each other until they become lovers. The prince told everything to Rapunzel and Invited Rapunzel to escape. However, when they wanted to escape, the wicked witch came and pushed the prince of the top tower so that he was blind.

The witch was very angry. She cut Rapunzel's hair and discarded her into the faraway desert. The prince who was blind looked for Rapunzel for years. He walked alone and finally reached the desert. One day, he heard a voice he knew singing. The prince realized that it was the voice of Rapunzel. Eventually they both met again. They hugged and cried with joy until Rapunzel's tears fell to the eye of prince. Then the prince got his sight back. Afterwards the prince brought Rapunzel to his kingdom and they lived happily ever after.

Adapted from: [http://english.blogspot.co.id/2013/05/narrative-text\\_21.html](http://english.blogspot.co.id/2013/05/narrative-text_21.html)

19. The sentence "Please do not kill me" in line 13 expresses....  
 A. Sad  
 B. Angry  
 C. Afraid  
 D. Happy
20. Which of the following is NOT true about Rapunzel?  
 A. Having reached the top, Rapunzel surprised that the one who came is not witch but others.  
 B. Rapunzel always cut her hair then become short.  
 C. Rapunzel grew into a beautiful girl.  
 D. Rapunzel stayed on top of the tower alone even she never saw human expect that witch.
21. The word "Illness" in line 5 is closest in meaning to....  
 A. Great  
 B. Bad  
 C. Sick  
 D. Health
22. It can be inferred from the passage....  
 A. Rapunzel free from witch because the prince brought Rapunzel to his kingdom and they lived happily ever after.  
 B. Rapunzel lives in tower forever.  
 C. Rapunzel falls in love with the prince.  
 D. The prince who was blind looked for Rapunzel for years.

A long time ago, in a dense forest lies the are very much. Among the animals, which live there is a cat arrogant very clean, hairy and smooth white. So many animals who liked it, but she was too proud and arrogant to excess.

One day, the cat wants to live alone without family cat, because she felt it was great to fend for themselves without the help of her family. On her way she's resting adjacent to the family chickens. Sunny morning, when the cat is angry because her voice has awakened chickens, "hi chicken presumptuous of you to wake coupled with your son, your son is ugly" said the cat. Chicken family very angry, they repel cats, with feeling annoyed cat it. With feeling so tired cat sleeping in the shoulders of an elephant, When elephant was about to wake up the elephant accidentally dropped the cat " hi you fool elephant, why you dropped me,, you want to kill me?" elephant closer and said "oh you're so beautiful". Cat scratches elephant, rampage elephants make that cat darted him.

Cats are very upset and hungry, she tried to look for food on the ground. She met worm "you are a beautiful cat but why did you take my food." The cat said "all animals are well aware of my beauty because I was entitled to do as I

please”. And worm said “bask cat snob, what you can survive in the soil”. “hahaha it’s the little things” said the cat. They also made a deal.

Eventually, after a day on the ground cat worm group tried to see, but the cat was already dead. Some worm told this to the cat family, but when her family until the cat arrogant who had died, had been in the eating lions.

Adapted From: <http://andriantanjungenglish.blogspot.co.id/2013/05/contoh-soal-narrative.html>

23. What the main idea of the passage?

- A. There was kindness cat.
- B. There was beautiful cat with smooth fur.
- C. There was beautiful cat but she was arrogant.
- D. The cat and her family live in the forest.

24. What is the cat wants?

- A. The cat was very clean, hairy and smooth white.
- B. The cat wants to live alone without family.
- C. The cat was sleeping in the shoulders of an elephant.
- D. The cat was not already dead.

25. The word “Arrogant” in line 2 is closest in meaning to....

- A. Honest
- B. Stingy
- C. Cocky
- D. Loyalty

Answer key

1. = D	6. = D	11. = B	16. = D	21. = C
2. = D	7. = A	12. = A	17. = C	22. = A
3. = D	8. = A	13. = A	18. = D	23. = C
4. = A	9. = C	14. = A	19. = D	24. = B
5. = D	10. = B	15. = C	20. = B	25. = C



## Appendix 1

### SILABUS SMP/MTs

**Mata Pelajaran : Bahasa Inggris**

**Kelas : VIII**

**Kompetensi Inti :**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar					
2.1. Menunjukkan perilaku santun dan peduli dalam					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p>					
<p>3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta perhatian, mengecek pemahaman,</p>	<p><b>Teks lisan dan tulis untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya</b></p> <p><b><u>Masing-masing diajarkan secara terpisah</u></b></p>	<p><b><u>Masing-masing menggunakan prosedur yang sama</u></b></p> <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat,</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><b>Fungsi sosial</b></p> <p>Menjaga hubungan interpersonal dengan guru dan teman</p> <p><b>Struktur teks</b></p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>Excuse me. Attention, please. Yes, please. Alright., dan semacamnya</i></p> <p>b. <i>She's kind, isn't she? Yes, she is. Understood? Is it clear? Yes, Sir., dan semacamnya.</i></p> <p>c. <i>That's great. It's beautiful. Excellent! Thanks you., dan semacamnya.</i></p> <p>d. <i>What do you think? Rudi did it well, didn't he? Is that how you say it? Yes, I think so. I don't think so. No., dan semacamnya.</i></p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kosakata: kata sifat sederhana</p> <p>(2) Tata bahasa: kata rujukan <i>it, they, these, those, that, this.</i></p>	<p>pendapat serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan).</p> <ul style="list-style-type: none"> <li>Siswa dituntut untuk mencontoh keteladanan tersebut dengan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris dan bahasa lainnya.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan menyaksikan banyak contoh</li> </ul>	<p>serta responnya.</p> <ul style="list-style-type: none"> <li>Tingkat kelengkapan dan keruntutan struktur teks (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap santun, peduli, dan percaya diri yang menyertai (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya.</li> </ul>		<p>transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailynenglish.com">www.dailynenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resources_files">http://americanenglish.state.gov/files/ae/resources_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p><b>Topik</b></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb.</p> <ul style="list-style-type: none"> <li>Siswa menirukan contoh-contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya.</li> <li>Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang</li> </ul>	<p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam melakukan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya.</p> <p><b>Observasi:</b></p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, dan responnya, ketika muncul kesempatan di dalam dan di luar kelas.</li> </ul>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>Siswa membandingkan ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, di</li> </ul>	<ul style="list-style-type: none"> <li>Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, termasuk kemudahan dan kesulitannya.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal.</p> <ul style="list-style-type: none"> <li>Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>			
3.2 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, sesuai dengan konteks	<p><b>Teks lisan dan tulis untuk menyatakan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan</b></p> <p><u><b>Masing-masing diajarkan secara terpisah</b></u></p> <p><b>Fungsi sosial</b></p> <p>Menunjukkan sikap personal tentang</p>	<p><u><b>Masing-masing menggunakan prosedur yang sama</b></u></p> <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, dalam bahasa Inggris.</li> <li>Siswa dituntut untuk mencontoh</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya.</li> <li>Tingkat kelengkapan dan keruntutan</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>penggunaannya</p> <p>4.2 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang kemampuan dan kemauan melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>kemampuan dan kemauan diri sendiri dan orang lain untuk melakukan suatu tindakan.</p> <p><b>Struktur teks</b></p> <p>a. <i>Can you play the guitar? Yes, I can. I'm sorry I can't answer the question. My uncle can run very fast.</i>, dan semacamnya.</p> <p>b. <i>I promise I will come to your birthday party. Yes, sure, she will return the book soon. She will not take the train.</i>, dan semacamnya</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kata kerja bantu modal: <i>can, will</i>.</p> <p>(2) Kosakata terkait kegiatan dan tindakan sehari-hari di lingkungan rumah, kelas, sekolah, dan masyarakat.</p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam</p>	<p>kebiasaan tersebut dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, dalam bahasa Inggris.</p> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb.</li> <li>Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam bahasa Inggris</li> </ul>	<p>dalam menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya.</p> <ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role</i></p>		<ul style="list-style-type: none"> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resources/files">http://americanenglish.state.gov/files/ae/resources/files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi,</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p><b>Topik</b></p> <p>Berbagai kegiatan dan tindakan yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya.</li> <li>Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-</li> </ul>	<p><i>play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, ketika muncul kesempatan, di dalam dan di luar kelas.</li> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> </ul>		



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, di dalam dan di luar kelas.</li> <li>Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<ul style="list-style-type: none"> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu tindakan serta responnya, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang (a) kemampuan dan (b) kemauan melakukan suatu</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			tindakan serta responnya.		
<p>3.3 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan memberi instruksi, mengajak, melarang, minta ijin, serta cara responnya, sesuai dengan konteks penggunaannya</p> <p>4.3 Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon ungkapan memberi instruksi, mengajak, melarang, dan minta ijin, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>Teks lisan dan tulis untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya</b></p> <p><u><b>Masing-masing diajarkan secara terpisah</b></u></p> <p><b>Fungsi sosial</b> Menjaga hubungan interpersonal dengan guru dan teman.</p> <p><b>Struktur teks</b> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>Come in, please! Thank you. Put the book on the table, please. Yes, sure., dan semacamnya</i></p> <p>b. <i>Let's go! Okay. Come with me! Sorry, I'm busy., dan semacamnya.</i></p> <p>c. <i>Don't be late again! Sure, I won't. Don't open it, ok? OK., dan semacamnya.</i></p> <p>d. <i>May I use your pen,</i></p>	<p><u><b>Masing-masing menggunakan prosedur yang sama</b></u></p> <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta meresponnya, dalam bahasa Inggris, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal.</li> <li>Siswa dituntut untuk mencontoh kebiasaan tersebut dengan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta meresponnya, dalam bahasa Inggris.</li> </ul> <p><b>Menanya</b> Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat</p>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya.</li> <li>Tingkat kelengkapan dan keruntutan struktur teks (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap santun, peduli, dan percaya diri yang menyertai (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya.</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</li> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://amer">http://amer</a></li> </ul> </li> </ul>



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>please? Sure, here you are. May I wash my hands? Certainly.</i>, dan sebagainya.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kosakata: <i>please, okay, certainly, sure, sorry, Let's</i>.</p> <p>(2) Tata bahasa: Kalimat imperatif positif, kalimat imperatif negatif, kata kerja bantu modal <i>may</i>.</p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p><b>Topik</b></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>jika tidak melakukan, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan menyaksikan banyak contoh interaksi (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb.</li> <li>Siswa menirukan contoh-contoh interaksi (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya.</li> <li>Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</li> </ul> <p><b>Mengasosiasi</b></p>	<p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam melakukan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya.</p> <p><b>Observasi:</b></p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, ketika muncul kesempatan di dalam dan di luar kelas.</li> <li>Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> </ul>		<p><a href="http://www.icanenglish.state.gov/files/ae/resouce_files">icanenglish.state.gov/files/ae/resouce_files</a></p> <p>- <a href="http://learn.english.britishcouncil.org/en/">http://learn.english.britishcouncil.org/en/</a></p>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>Siswa membandingkan ungkapan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal.</li> <li>Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan</li> </ul>	<ul style="list-style-type: none"> <li>Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, termasuk kemudahan dan kesulitannya.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>yang jelas dan rapi.</p> <ul style="list-style-type: none"> <li>Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) memberi instruksi, (b) mengajak, (c) melarang, (d) minta ijin, serta responnya dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>			
<p>3.4 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks undangan pribadi dan ucapan selamat (<i>greeting card</i>), sesuai dengan konteks penggunaannya</p> <p>4.4 Menangkap makna undangan pribadi dan ucapan selamat (<i>greeting card</i>), sangat pendek dan sederhana.</p> <p>4.5 Menyusun teks tulis undangan pribadi dan ucapan selamat (<i>greeting card</i>),</p>	<p><b>Teks tulis (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) sangat pendek dan sederhana</b></p> <p><b><u>Masing-masing diajarkan secara terpisah</u></b></p> <p><b>Fungsi sosial</b> Menjaga hubungan interpersonal dengan guru dan teman</p> <p><b>Struktur text</b></p> <p>a. Menyebutkan tujuan dari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>).</p> <p>b. Menyebutkan informasi rinci dari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>).</p>	<p><b><u>Masing-masing menggunakan prosedur yang sama</u></b></p> <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mencari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>), termasuk yang menggunakan bahasa Indonesia.</li> <li>Siswa mengumpulkan gambar dan foto (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dari berbagai sumber termasuk internet, buku teks, dsb.</li> <li>Siswa memberikan komentar dan pandangannya tentang fungsi (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>), ketepatan unsur kebahasaannya, format, tampilan, dsb.</li> </ul> <p><b>Menanya</b> Dengan bimbingan dan arahan guru, siswa menanyakan dan</p>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>)</li> <li>Tingkat kelengkapan dan keruntutan (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>).</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama,</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat</li> <li>Contoh teks dari sumber otentik</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.com">http://americanenglish.com</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p><b>Unsur kebahasaan</b></p> <ol style="list-style-type: none"> <li>(1) Kata dan tata bahasa yang lazim digunakan dalam undangan dan ucapan selamat dari sumber-sumber otentik.</li> <li>(2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</li> <li>(3) Ucapan, tekanan kata, intonasi</li> <li>(4) Ejaan dan tanda baca</li> <li>(5) Tulisan tangan</li> </ol> <p><b>Topik</b></p> <p>Berbagai kegiatan, acara, dan hari penting siswa dan guru, dengan memberikan keteladanan tentang perilaku santun, peduli, cinta damai, dan kerjasama.</p> <p><b>Multimedia:</b></p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>).</li> <li>Siswa membaca secara lebih cermat semua (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya.</li> <li>Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) untuk fungsi nyata di lingkungan kelas, sekolah, rumah,</li> </ul>	<p>peduli, dan percaya diri yang menyertai tindakan memahami dan membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>).</p> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Tugas menganalisis dan membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) untuk fungsi nyata.</p> <p><b>Observasi:</b></p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa memahami dan menghasilkan (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) sesuai fungsi sosialnya, di dalam dan di luar kelas.</li> </ul>		<p><a href="http://state.gov/files/ae/resouce_files">state.gov/files/ae/resouce_files</a></p> <p>- <a href="http://learn.english.britishcouncil.org/en/">http://learn.english.britishcouncil.org/en/</a></p> <p>- <a href="https://www.google.com/">https://www.google.com/</a></p>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dan sekitarnya.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat lebih banyak (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah.</li> <li>Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan</li> </ul>	<ul style="list-style-type: none"> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>), termasuk kemudahan dan kesulitannya.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya berbagai (a) undangan pribadi dan (b) ucapan selamat (<i>greeting</i></li> </ul>		



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> <li>Siswa membicarakan permasalahan yang dialami dalam membuat (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>) dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<p><i>card</i>) yang telah dibuat.</p> <ul style="list-style-type: none"> <li>Kumpulan hasil analisis tentang beberapa berbagai (a) undangan pribadi dan (b) ucapan selamat (<i>greeting card</i>).</li> </ul>		
<p>3.5 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, sesuai dengan konteks penggunaannya</p> <p>4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan</p>	<p><b>Teks lisan dan tulis untuk menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu</b></p> <p><b>Fungsi sosial</b></p> <p>Menjelaskan, membanggakan, memuji, mengaguni, mengkritik, dsb.</p> <p><b>Struktur teks</b></p> <p><i>There are only a few students left in school. Where are the others?; How many chairs are there in this classroom? A lot.; There is not much water in the dry season. So we have to save water.; It's said that there very few monkeys in the zoo, and some are very thin., dan</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> <li>Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan</p>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak.</li> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata,</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat</li> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>semacamnya.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Ungkapan dengan <i>There ...</i></p> <p>(2) Kosakata: kata benda, Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot (of)</i>.</p> <p>(3) Kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p> <p>(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(5) Ucapan, tekanan kata, intonasi,</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan.</p> <p><b>Topik</b></p> <p>Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang</p>	<p>mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam bahasa Inggris dari film, kaset, buku teks, dsb.</li> <li>Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang (keberadaan orang, benda dan binatang dalam jumlah yang</li> </ul>	<p>intonasi, ejaan, tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu.</p> <p><b>Observasi:</b></p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p>		<p>tertulis</p> <ul style="list-style-type: none"> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resources/rce_files">http://americanenglish.state.gov/files/ae/resources/rce_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>



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	memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.	<p>tidak tertentu.</p> <ul style="list-style-type: none"> <li>Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p>	<ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, ketika muncul kesempatan, di dalam dan di luar kelas.</li> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> <li>Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<p>pengalaman belajar menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu.</p>		
3.6 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian	<b>Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</b>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya</p> <p>4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan / terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>Fungsi sosial</b></p> <p>Menghargai alam semesta, memberi contoh kebiasaan baik/jelek, membanggakan, dsb.</p> <p><b>Struktur teks</b></p> <p><i>The sun shines everyday in Indonesia, so it is mostly very green. My father is very healthy because he wakes up early and excersises everyday. We have English on Monday and Wednesday. Do you get up early? Yes, I help my Mom before I go to school; I clean the house and wash the dishes., dan sebagainya.</i></p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kata kerja dalam Simple Present Tense.</p> <p>(2) Adverbia: <i>always, often, sometimes, never, usually, every ...</i></p> <p>(3) Kosakata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p>	<p>umum, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> <li>Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum</li> </ul>	<p>secara rutin atau merupakan kebenaran umum.</p> <ul style="list-style-type: none"> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/ terjadi secara rutin atau merupakan</li> </ul>		<p>komunikasi interpersonal/ transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resources_files">http://americanenglish.state.gov/files/ae/resources_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(5) Ucapan, tekanan kata, intonasi,</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan.</p> <p><b>Topik</b></p> <p>Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>dalam bahasa Inggris dari film, kaset, buku teks, dsb.</p> <ul style="list-style-type: none"> <li>Siswa menirukan contoh-contoh interaksi dengan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.</li> <li>Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang</li> </ul>	<p>kebenaran umum.</p> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan</li> </ul>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dilakukan/terjadi secara rutin atau merupakan kebenaran umum yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> <li>Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan</li> </ul>	<p>kebenaran umum, ketika muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, termasuk kemudahan dan</p>		



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>yang jelas dan rapi.</p> <ul style="list-style-type: none"> <li>Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<p>kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.</p>		
<p>3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya.</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan</p>	<p><b>Teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini</b></p> <p><b>Fungsi sosial</b></p> <p>Menjelaskan, memberi alasan, memberi contoh tindakan, dsb..</p> <p><b>Struktur teks</b></p> <p><i>What are you doing here? Waiting for her; Don't play around. Look! Everybody is doing their task.; I need to see the Principal. May I see him now? No, he's having a</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> <li>Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</li> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</li> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p><i>meeting.; Be quiet, please. The baby is sleeping.</i>, dan semacamnya.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kata kerja untuk kegiatan dan tindakan dalam Present Continuous tense.</p> <p>(2) Kosakata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p> <p>(3) Kata kerja untuk keadaan: <i>be, have</i>, dalam Present Continuous Tense.</p> <p>(4) Adverbia: <i>now</i></p> <p>(5) Kata ganti obyek: <i>me, you, him, her, us, dst.</i></p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi,</p> <p>(8) Ejaan dan tanda baca</p>	<p>sesuai dengan fungsi sosialnya.</p> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dari film, kaset, buku teks, dsb.</li> <li>Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-</li> </ul>	<p>ng saat ini.</p> <ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung</p>		<p>DVD/kaset</p> <ul style="list-style-type: none"> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resources/files">http://americanenglish.state.gov/files/ae/resources/files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>



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	<p>(9) Tulisan tangan.</p> <p><b>Topik</b></p> <p>Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p> <ul style="list-style-type: none"> <li>Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman</li> </ul>	<p>saat ini.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, ketika muncul kesempatan, di dalam dan di luar kelas.</li> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar</li> </ul>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>tentang fungsi sosial dan unsur kebahasaan yang digunakan.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> <li>Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<p>kelas.</p> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.8 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan, sesuai dengan konteks penggunaannya.</p> <p>4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang hubungan sebab akibat dan hubungan kebalikan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>Teks lisan dan tulis yang menyatakan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan</b></p> <p><u><b>Masing-masing diajarkan secara terpisah.</b></u></p> <p><b>Fungsi sosial</b></p> <p>Menjelaskan, memberikan alasan, memberi keteladanan, memberikan klarifikasi</p> <p><b>Struktur teks</b></p> <p><i>Why didn't you go to school yesterday? Because I got a very bad flu. Budi was late so he could not get in and follow the flag ceremony. Although it is small, our school will win "The Best School of the Year" trophy because it is very clean. I walk to school but I'm never late., dan semacamnya.</i></p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kata yang menyatakan hubungan sebab akibat: <i>Why?, because, so</i></p> <p>(2) Kata yang menyatakan</p>	<p><u><b>Masing-masing menggunakan prosedur yang sama</b></u></p> <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> <li>Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan.</li> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang (a) hubungan sebab</li> </ul>	<p>8 JP</p>	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</li> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resources/">http://americanenglish.state.gov/files/ae/resources/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>hubungan kebalikan: <i>although, but</i></p> <p>(3) Kosakata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p> <p>(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(5) Ucapan, tekanan kata, intonasi,</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan.</p> <p><b>Topik</b></p> <p>Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan dalam bahasa Inggris dari film, kaset, buku teks, dsb.</li> <li>Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan.</li> <li>Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</li> </ul> <p><b>Mengasosiasi</b></p>	<p>akibat dan (b) hubungan kebalikan.</p> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, ketika muncul kesempatan,</li> </ul>		<p><a href="#">rce_files</a></p> <p>- <a href="http://learn.english.britishcouncil.org/en/">http://learn.english.britishcouncil.org/en/</a></p>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> <li>Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan</li> </ul>	<p>di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks yang menuntut</p>		



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>yang jelas dan rapi.</p> <ul style="list-style-type: none"> <li>Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<p>pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang (a) hubungan sebab akibat dan (b) hubungan kebalikan.</p>		
<p>3.9 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya .</p> <p>4.10 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial,</p>	<p><b>Teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda</b></p> <p><b>Fungsi sosial</b> Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi</p> <p><b>Struktur teks</b> <i>Who is taller? Your sister or your brother?; No one in the class is big as Candra. He is the biggest. He is bigger than any other student in the class.; To me, writing is more difficult than reading. Listening is the most difficult. Our library have more books than the community library., dan</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> <li>Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> </ul> <p><b>Menanya</b> Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan</p>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.</li> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata,</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat</li> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks</li> </ul>



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struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p>semacamnya.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kosakata: kata benda dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya</p> <p>(2) Perbandingan sifat: <i>as ... as, -er, -est, more ..., the most ...</i></p> <p>(3) Perbandingan jumlah: <i>more, fewer, less</i></p> <p>(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(5) Ucapan, tekanan kata, intonasi,</p> <p>(6) Ejaan dan tanda baca</p> <p>(7) Tulisan tangan.</p> <p><b>Topik</b></p> <p>Sifat orang dan benda di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan</p>	<p>dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dalam bahasa Inggris dari film, kaset, buku teks, dsb.</li> <li>Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.</li> <li>Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan</li> </ul>	<p>intonasi, ejaan, tanda baca, tulisan tangan.</p> <ul style="list-style-type: none"> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.</p> <p><b>Observasi:</b></p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p>		<p>tertulis</p> <ul style="list-style-type: none"> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resources_files">http://americanenglish.state.gov/files/ae/resources_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

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	bertanggung jawab.	<p>menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, di dalam dan di luar kelas, dengan unsur</li> </ul>	<ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</li> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang</p>		

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		<p>kebahasaan yang sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none"> <li>Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<p>pengalaman belajar menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda.</p>		
3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks	<p><b>Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda</b></p> <p><b>Fungsi sosial</b></p> <p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <p><b>Struktur text (gagasan utama dan informasi rinci)</b></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</li> <li>Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.</li> <li>Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya,</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana.</li> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang,</li> </ul>	16 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat</li> </ul>

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<p>penggunaan nya .</p> <p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>s</i>).</p> <p>(2) Kata ganti <i>it, they, she, we</i>, dst.; <i>our, my, your, their</i>, dst.</p> <p>(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very</i>.</p>	<p>struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.</p> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</li> <li>Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.</li> <li>Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> <li>fungsi sosial setiap teks</li> </ul> </li> </ul>	<p>benda dalam teks deskriptif.</p> <ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p>		<ul style="list-style-type: none"> <li>Contoh teks dari sumber otentik</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resources_files">http://americanenglish.state.gov/files/ae/resources_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> <li><a href="https://www.google.com/">https://www.google.com/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p><b>Topik</b></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<ul style="list-style-type: none"> <li>- nama orang, binatang, benda yang dideskripsikan</li> <li>- sifat orang, binatang, benda yang dideskripsikan</li> <li>- tindakan orang, binatang, benda yang dideskripsikan</li> <li>- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan</li> </ul> <ul style="list-style-type: none"> <li>• Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif</li> </ul>	<p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>• Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</li> <li>• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b> Pernyataan siswa secara tertulis dalam</p>		



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>yang mereka hasilkan.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</li> <li>Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<p>jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat.</li> <li>Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda.</li> <li>Lembar soal dan</li> </ul>		



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			hasil tes		
<p>3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau, sesuai dengan konteks penggunaannya</p> <p>4.13 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><b>Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau</b></p> <p><b>Fungsi sosial</b> Melaporkan, menceritakan, menjelaskan</p> <p><b>Struktur teks</b> <i>What did you do after school yesterday? My brother and I went fishing in the river.; Who opened the box? Yusuf did.; She got an accident. She was riding on her motorcycle and hit the lamp post.</i>, dan semacamnya.</p> <p><b>Unsur kebahasaan</b> (1) Kata kerja dalam Simple Past Tense, Past Continuous Tense (2) Kata sambung: <i>when</i>,</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> <li>Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.</li> </ul> <p><b>Menanya</b> Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, dalam bahasa Inggris dengan yang</p>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau.</li> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</li> <li>Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Sumber dari internet,</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>while, after, before</i>, dll.</p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi,</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan.</p> <p><b>Topik</b></p> <p>Kegiatan dan tindakan yang terjadi di masa lalu di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam bahasa Inggris dari film, kaset, buku teks, dsb.</li> <li>Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau.</li> <li>Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang</li> </ul>	<p>jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau.</p> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau.</p> <p><b>Observasi:</b></p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan</li> </ul>		<p>seperti:</p> <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resources_files">http://americanenglish.state.gov/files/ae/resources_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

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		<p>dilakukan/terjadi di waktu lampau dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi</li> </ul>	<p>dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau, ketika muncul kesempatan, di dalam dan di luar kelas.</p> <ul style="list-style-type: none"> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>sosialnya.</p> <ul style="list-style-type: none"> <li>Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<p>di waktu lampau, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau.</p>		
3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya	<p><b>Teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa</b></p> <p><b>Fungsi sosial</b></p> <p>Melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.</p> <p><b>Struktur text (gagasan utama dan informasi rinci)</b></p> <p>a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang(-orang) yang</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</li> <li>Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.</li> <li>Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut.</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana.</li> <li>Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i>.</li> </ul>	16 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</li> <li>Contoh teks dari sumber otentik</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>4.14 Menangkap makna teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p> <p>4.15 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan</p> <p>b. Menguraikan urutan kejadian secara kronologis, urut dan runtut.</p> <p>c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional).</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kata kerja dalam Simple Past tense, Past Continuous Tense</p> <p>(2) Kosakata: kata kerja yang menunjuk tindakan atau kegiatan</p> <p>(3) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(4) Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last</i></p>	<p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</li> <li>Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana.</li> <li>Siswa membaca semua teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> <li>fungsi sosial setiap teks</li> <li>orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapian tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks <i>recount</i>.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Tugas menganalisis dan menghasilkan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa nyata di lingkungan sekitar.</p> <p><b>Observasi:</b></p> <p>(penilaian yang bertujuan untuk memberikan balikan</p>		<ul style="list-style-type: none"> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resources/rce_files">http://americanenglish.state.gov/files/ae/resources/rce_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> <li><a href="https://www.google.com/">https://www.google.com/</a></li> </ul> </li> </ul>



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>month, on Monday, an hour ago, immediately, dsb.</i></p> <p>(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(6) Ucapan, tekanan kata, intonasi</p> <p>(7) Ejaan dan tanda baca</p> <p>(8) Tulisan tangan</p> <p><b>Topik</b></p> <p>Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<ul style="list-style-type: none"> <li>- urutan kejadian secara kronologis, urut dan runtut</li> <li>- komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional, jika ada)</li> <li>- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan</li> <li>• Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan.</li> </ul>	<p>secara lebih cepat)</p> <ul style="list-style-type: none"> <li>• Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, ketika muncul kesempatan, di dalam dan di luar kelas.</li> <li>• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar</p>		



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb).</li> <li>Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>Siswa membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<p>memahami dan menghasilkan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p> <p>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya teks <i>recount</i> pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa yang telah dibuat.</li> <li>Kumpulan hasil analisis tentang beberapa teks <i>recount</i>.</li> <li>Lembar soal dan hasil tes</li> </ul>		
3.13 Menerapkan struktur teks dan unsur kebahasaan untuk melaksana	<b>Teks tulis (a) pesan singkat dan (b) pengumuman/</b>	<u><b>Masing-masing menggunakan prosedur yang sama</b></u>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial (a)</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>kan fungsi sosial dari teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sesuai dengan konteks penggunaannya</p> <p>4.16 Menangkap makna pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana.</p> <p>4.17 Menyusun teks tulis pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><b>pemberitahuan (<i>notice</i>)</b></p> <p><b><u>Masing-masing diajarkan secara terpisah</u></b></p> <p><b>Fungsi sosial</b></p> <p>Tindakan dilaksanakan sesuai yang diharapkan.</p> <p><b>Struktur text (gagasan utama dan informasi rinci)</b></p> <p>a. Menyebutkan tujuan dari pesan singkat dengan atau tanpa informasi rinci, seperti <i>Sorry, I'm in a meeting now. I'll call you back in 10 minutes.; Make sure you lock the gate when you leave.</i></p> <p>b. Menyebutkan tujuan dari pengumuman/pemberitahuan (<i>notice</i>) dengan atau tanpa informasi rinci, misalnya <i>The flag ceremony will be held on Monday, 17 August. Attendance is compulsory.; An exam is in progress. Please be quite.</i></p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kosa kata terkait</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mencari (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>), termasuk yang menggunakan bahasa Indonesia.</li> <li>Siswa mengumpulkan gambar dan foto (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>) dari berbagai sumber termasuk internet, buku teks, dsb.</li> <li>Siswa memberikan komentar dan pandangannya tentang fungsi (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>), ketepatan unsur kebahasaannya, format, tampilan, dsb.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>) dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.</p> <p><b>Mengumpulkan Informasi</b></p>	<p>pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>).</p> <ul style="list-style-type: none"> <li>Tingkat kelengkapan dan keruntutan (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>).</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memahami dan membuat (a) pesan singkat dan (b) pengumuman/pemberitahuan (<i>notice</i>).</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Tugas menganalisis</p>		<p>ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> <li>Contoh teks dari sumber otentik</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resources_files">http://americanenglish.state.gov/files/ae/resources_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> <li>- <a href="https://www.google.com/">https://www.google.com/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>dengan kegiatan, kejadian, peristiwa, dan hari penting bagi siswa dan guru</p> <p>(2) Tata bahasa: Kalimat imperatif positif, kalimat imperatif negatif</p> <p>(3) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p><b>Topik</b></p> <p>Berbagai kegiatan, kejadian, peristiwa, dan hari penting bagi siswa dan guru, dengan memberikan keteladanan tentang perilaku santun, peduli, percaya diri, kerjasama, dan bertanggung jawab..</p> <p><b>Multimedia:</b></p> <p>Layout dan dekorasi yang membuat tampilan teks</p>	<ul style="list-style-type: none"> <li>Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>).</li> <li>Siswa membaca secara lebih cermat semua (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya.</li> <li>Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) untuk fungsi nyata di lingkungan kelas, sekolah, rumah, dan sekitarnya.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>Siswa menganalisis perbedaan dan</li> </ul>	<p>dan membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) untuk fungsi nyata.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa memahami dan menghasilkan (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) sesuai fungsi sosialnya, di dalam dan di luar kelas.</li> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar</li> </ul>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	lebih menarik.	<p>persamaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membuat lebih banyak (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah.</li> <li>Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>Siswa membicarakan permasalahan yang dialami dalam membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) dan menuliskannya dalam jurnal belajar sederhana dalam</li> </ul>	<p>kelas.</p> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>), termasuk kemudahan dan kesulitannya.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan karya berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>) yang telah dibuat.</li> <li>Kumpulan hasil analisis tentang beberapa berbagai (a) pesan singkat dan (b) pengumuman/ pemberitahuan (<i>notice</i>).</li> </ul>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		bahasa Indonesia.			
<p>3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya</p> <p>4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya</p>	<p><b>Teks naratif, berbentuk fabel pendek dan sederhana</b></p> <p><b>Fungsi sosial</b></p> <p>Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.</p> <p><b>Struktur text (gagasan utama dan informasi rinci)</b></p> <p>a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).</p> <p>b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.</p> <p>c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)</p> <p>d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih</p> <p>e. Memberikan alasan atau komentar umum</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyalin dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</li> <li>Siswa membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya.</li> <li>Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut..</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Secara kolaboratif, siswa mencari dan mengumpulkan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</li> <li>Siswa membaca rujukan dari</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat pemahaman fungsi sosial teks naratif berbentuk fabel, pendek dan sederhana.</li> <li>Tingkat kelengkapan dan keruntutan pemahaman isi pesan fabel.</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan fabel.</li> </ul> <p><b>CARA PENILAIAN:</b></p>	16 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</li> <li>Contoh teks dari sumber otentik</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resources/files">http://americanenglish.state.gov/files/ae/resources/files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> <li><a href="https://www">https://www</a></li> </ul> </li> </ul>



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(reorientasi), opsional.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Tata bahasa: Simple Past tense, Past Continuous Tense</p> <p>(2) Kalimat langsung dan tidak langsung</p> <p>(3) Kosakata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh</p> <p>(4) Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(5) Adverbia dan frasa preposisional penunjuk waktu: <i>a long time ago, one day, in the morning, the next day, immediately</i>, dsb.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p>	<p>berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel.</p> <ul style="list-style-type: none"> <li>Siswa membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> <li>fungsi sosial setiap teks</li> <li>tokoh, tempat, waktu, terjadinya cerita</li> <li>krisis yang terjadi terhadap tokoh</li> <li>akhir cerita di mana krisis berakhir</li> <li>komentar atau penilaian umum tentang fabel (opsional, jika ada)</li> <li>kosakata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan</li> </ul> </li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fabel yang telah dikumpulkan dari berbagai sumber tersebut di atas.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur</li> </ul>	<p><b>Kinerja (praktik)</b></p> <p>Menganalisis isi pesan fabel.</p> <p><b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan fabel pendek dan sederhana.</li> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis fabel, termasuk kemudahan dan kesulitannya.</p>		<p><a href="http://www.google.com/">www.google.com/</a></p>



Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(9) Tulisan tangan</p> <p><b>Topik</b></p> <p>Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca.</p> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyampaikan beberapa fabel pendek dan sederhana yang telah dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi fabel, dsb.</li> <li>Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>Siswa membicarakan permasalahan yang dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<p><b>Tes tertulis</b></p> <p>Membaca teks yang menuntut pemahaman tentang fabel.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan hasil analisis tentang beberapa fabel yang telah dibuat.</li> <li>Lembar soal dan hasil tes</li> </ul>		
<p>3.15 Memahami fungsi sosial dan unsur kebahasaan dalam lagu pesan dalam lagu.</p> <p>4.19 Menangkap makna lagu.</p>	<p><b>Lagu pendek dan sederhana</b></p> <p><b>Fungsi sosial</b></p> <p>Memahami pesan moral lagu dan menghargai lagu sebagai karya seni</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sangat sederhana yang memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya.</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial lagu.</li> <li>Tingkat kelengkapan dan keruntutan dalam memahami isi</li> </ul>	2 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Contoh lagu dalam CD/VCD/DVD/kaset</li> <li>Kumpulan</li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><b>Unsur kebahasaan</b></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(3) Ucapan, tekanan kata, intonasi</p> <p>(4) Ejaan dan tanda baca.</p> <p>(5) Tulisan tangan</p> <p><b>Topik</b></p> <p>Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.</p>	<ul style="list-style-type: none"> <li>Siswa berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan di dalamnya.</li> <li>Hanya jika memungkinkan semuanya, siswa menyanyikan lagu-lagu tersebut.</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan isi pesan dan unsur kebahasaan yang digunakan.</p> <p><b>Mengumpulkan Informasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca (dan jika memungkinkan, mendengarkan) salah satu lagu yang telah disalin.</li> <li>Siswa menirukan membaca nyaring (dan jika memungkinkan, menyanyikan) lagu tsb.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (isi pesan dan unsur kebahasaan) lagu tsb.</li> <li>Siswa menuliskan pendapat dan perasaannya tentang isi lagu tsb. dalam buku koleksi lagunya.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan isi pesan dan unsur kebahasaan yang terdapat dalam beberapa lagu dalam buku koleksi lagunya tersebut di atas atau dengan lagu-</li> </ul>	<p>pesan lagu.</p> <ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai pemaparan tentang isi pesan serta pendapat dan perasaan siswa tentang isi pesan lagu.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Tugas untuk menyebutkan isi pesan lagu secara singkat dan menyatakan kesan atau pendapatnya.</p> <p><b>Observasi:</b></p> <p>(penilaian yang bertujuan untuk memberikan balikan</p>		<p>lirik lagu</p> <ul style="list-style-type: none"> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/ae/resources/files">http://americanenglish.state.gov/files/ae/resources/files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> <li><a href="http://www.myenglishpages.com/site_php_files/lyrics_and_songs.php">http://www.myenglishpages.com/site_php_files/lyrics_and_songs.php</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>lagu lain.</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang pendapat dan perasaanya tentang lagu-lagu tersebut.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa membacakan dan melaporkan analisisnya tentang satu lagu lain pilihan sendiri dalam kerja kelompok, dengan cara menyebutkan isi pesan serta pendapat dan perasaannya tentang lagu tersebut.</li> <li>Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li> <li>Siswa membicarakan permasalahan yang dialami dalam memahami isi lagu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li> </ul>	<p>secara lebih cepat)</p> <ul style="list-style-type: none"> <li>Observasi terhadap interaksi siswa berusaha memahami fungsi sosial dan unsur kebahasaan dalam lagu.</li> <li>Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi tentang lagu.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami fungsi sosial dan unsur kebahasaan dalam lagu, termasuk kemudahan dan kesulitannya.</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
			<p><b>Tes tertulis</b></p> <p>Membaca pemahaman tentang isi pesan lagu.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan lagu yang ditulis tangan</li> <li>• Kumpulan hasil analisis tentang beberapa lagu yang telah dibuat.</li> <li>• Lembar soal dan hasil tes</li> </ul>		

Bandar Lampung, 04 November 2017

Mengetahui,

Kepala MTs Negeri 1 Bandar lampung

Drs. Akhyarulloh, M.M

NIP. 195907241980031003

## Appendix 8

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Control Class)

**Nama Sekolah** : SMPN 22 Bandar Lampung

**Mata Pelajaran** : Bahasa Inggris

**Kelas/ Semester** : VIII/2

**Alokasi Waktu** : 2 x 40 Menit

**Topik Pembelajaran** : Narrative Text

**Keterampilan** : Reading

**Pertemuan** : Ke1- ke-3

#### A. Kompetensi Inti

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
I.	I.I. Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	I.I.I Selalu memiliki sifat bersyukur bisa memiliki kesempatan bahasa inggris dengan semangat belajar.
2.	2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Memiliki dan menghargai perilaku tanggung jawab, peduli kerjasama dan cinta damai.
3.	3.7 Menganalisis fungsi sosial, structure teks, dan unsur kebahasaan dari teks naratif lisan dan tulis berbentuk cerita pendek, sesuai dengan konteks penggunaanya	3.7.1 Mengidentifikasi structure teks pada teks narrative 3.7.2 Menentukan unsur kebahasaan pada teks narrative
4.	4.9 Menangkap makna jenis teks narrative berbentuk cerita pendek, lisan dan tulis	4.9.1 Menentukan gambaran umum dari teks narrative lisan dan tulisan 4.9.2 Menentukan makna kata/ frasa kalimat dari teks narrative 4.9.3 Menentukan pikiran pokok dari suatu paragraf teks narrative.



### C. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi aspek-aspek dalam reading comprehension (main idea, inference, gramatical features, detail, excluding fact not written, supporting ideas, vocabulary in context)
2. Mengidentifikasi langkah-langkah retorika dalam narrative text.

### D. Method/strategy: Question strategy

### E. Materi Pembelajaran

#### 1. Pengertian Narrative Text

Narrative text is a text which tells problematic stor in the past and gives the resolution of the problem in the end of story. The structure of narrative text is devide into three parts.

- Orientation, introduction the characters of the story, the time and place the story happened, (Who, What, When, and Where)
- Complication, a series of events in which the main characters attempts to solve the problem.
- Resolution, the ending of story containing the solution.

Social function of narrative text is to amuse or entertain the reader or listener with a story.

Materi pertemuan ke-1

#### The tiger, the monkey, and the mousedeer story

There was a tiger whose greatest friend was a monkey. One day, the tiger went away fo a holyday and told the monkey to look after his cave. A mousedeer, his wife and family came to live in the cave.

“you can’t do that,” said the monkey. “This cave belongs to the King of the Forest.”

“Oh, does it?” the mousedeer replied. “My father lived here long before the tiger come. Anyway, I’m not afraid of the tiger, he’s only a paper tiger to me.”

He told his wife what to do when the tiger returned. “You must make our babies cry. I’ll then ask you why they’re crying. You must say that they want to eat tiger meat,”

A few days later, the monkey heard that the tiger was coming home. He ran to meet him. “The mousedeer’s living in your cave.” He told him. “He says he’s not afraid of you and that you’re only a paper tiger.”

“Is that so?” growled the tiger. “I’ll soon teach hi a lesson.”

The tiger did not believe that the small mousedeer could be so brave. He crept up to the cave.

The mousedeer’s children were crying loudly, “Keep quiet,” said Mrs. Mousedeer ”Your father will soon get some tiger meat for you.”

Then tiger heard this and ran back to the monkey.

“I thought that mousedeer only ate grass and vegetables,” he said. “But Mrs. Mousedeer said that her husband would soon get some tiger meat to feed their children. Perhaps the mousedeer has changed?”

“Don’t worry,” the monkey replied, “They’re only saying that to frightened you. The mousedeer is not big and strong. He can’t fight.”

The next day, the tiger went to the cave again. The mousedeer’s children were again crying.

“Tell them to kept quiet,” said the mousedeer to his wife. “We shall certainly get some tiger meat today. The monkey has promised to send the tiger here.”

When the tiger heard this, he became very angry with his friend, he quickly run after the monkey and killed him.

The tiger did not go back to the cave, and the mousedeer and his family lived there happily ever after.

## Materi pertemuan ke-2

### Three Fishes

Once, three fishes lived in a pond. One evening, some fishermen passed by the pond and saw the fishes. 'This pond is full of fish', they told each other excitedly. 'We have never fished here before. We must come back tomorrow morning with our nets and catch these fish!' Then the fishermen left.

When the eldest of the three fishes heard this, he was troubled. He called the other fishes together and said, 'Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!' The second of the three fishes agreed. 'You are right', he said. 'We must leave the pond.' But the youngest fish laughed. 'You are worrying without reason', he said. 'We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere - my luck will keep me safe.'

The eldest of the fishes left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then. The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him - he too was caught and killed. The fish who saw trouble ahead and acted before it arrived as well as the fish who acted as soon as it came both survived. But the fish who relied only on luck and did nothing at all died. So also in life.

### Materi Pertemuan 3

#### The Ducks and The Turtle

Two ducks who lived in a big lake had a friend who was a turtle. One year there was a very little rain and the lake began to dry up. One of the ducks said to the other, “Soon, there’ll be no water in this lake. Let’s go and look for lake.” “Yes, answered the second duck, “But first let’s say good bye to our friend, the turtle.”

When they told the turtle they were going to leave, he said, “I’ll die here without any water and without any friends. Take me with you.” “The ducks answered, “We can’t. We are going to fly, and you have no wings.” “The turtle thought for a minute and then said, “please wait here.”

Then he went away and found a strong, straight stick. He brought it back to his friends, put the middle of it in his mouth and said, “Now if each of you takes me one end of the stick in his mouth, you can lift me up and carry me with you.” “That is dangerous,” said the ducks, “if you try to talk while we’re carrying you through the air, you won’t be able to hold the stick, so you’ll fall down along way and break your shell.” “all right,” answered the turtle, “I promise not to talk while we’re in the air. So the ducks took the stick and flew away, with the turtle between them.

#### F. Langkah- Langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>Siswa memberi salam (Greeting).</li> </ul>	10 Menit

	<ul style="list-style-type: none"> <li>• Siswa di periksa kehadiran .</li> <li>• Siswa dan Guru mengulas kembali materi yang telah dipelajari sebelumnya.</li> <li>• Siswa di berikan pertanyaan oleh guru tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari.</li> <li>• Guru menyampaikan tujuan pembelajaran.</li> </ul>	
Inti	<b>Observing</b>	
	<ul style="list-style-type: none"> <li>• Siswa diperlihatkan sebuah teks naratif dan sekaligus memancing rasa ingin tahu mereka</li> <li>• Siswa di berikan pertanyaan oleh guru tentang apa yang terjadi pada teks, hal ini dimaksud agar siswa memperoleh pengetahuan awal tentang penggunaan teks dalam kehidupan sehari-hari</li> </ul>	10 Menit
	<b>Questioning</b>	
	<ul style="list-style-type: none"> <li>• Siswa diberikan lembaran teks naratif.</li> <li>• Siswa diminta untuk membaca teks narrative</li> <li>• Siswa diberi waktu untuk bertanya apapun tentang teks naratif tersebut .</li> </ul>	10 Menit

	<b>Associating</b>	10 Menit
	<ul style="list-style-type: none"> <li>• Siswa diminta untuk menceritakan tentang penggunaan naratif teks dalam kehidupan sehari-hari</li> <li>• siswa menjawab pertanyaan yang berhubungan dengan naratif teks.</li> </ul>	
	<b>Experimenting</b>	
	<ul style="list-style-type: none"> <li>• Siswa dibimbing oleh guru untuk lebih memahami teks naratif dengan menerjemahkan teks tersebut dengan menggunakan kamus.</li> </ul>	20 Menit
	<b>Communicating</b>	
	<ul style="list-style-type: none"> <li>• Siswa diberikan instruksi untuk maju dan membacakan hasil terjemahan dan menyimpulkan makna dari teks naratif tersebut.</li> </ul>	10 Menit
Penutup	<ul style="list-style-type: none"> <li>• Siswa diberikan waktu menanyakan kesulitan</li> <li>• Siswa diberikan motivasi oleh guru</li> <li>• Siswa diberikan pekerjaan rumah</li> <li>• Siswa menutup pelajaran dengan doa.</li> </ul>	10 Menit



### G. Alat dan Sumber Belajar

1. Alat : English dictionary, pen berwarna, lembar kerja.
2. Sumber
  - Buku : Nina, Bates. 2014, Bahasa Inggris (Buku Siswa) kelas 8 SMP/ SLTP. Jakarta: Pusat Kurikulum dan perbukuan Kementrian Pendidikan dan Kebudayaan.
  - Internet

### H. Penilaian

1. Jenis test : Tes tertulis
2. Instrumen: soal : Narrative text

Read the following passage and choose a, b, c, or d for each of the questions following.

<b>Aladdin and The Magic Lamp</b>	<b>TITLE</b>
Once upon a time, there lived a handsome boy in Baghdad. The name was Aladdin. He was a clever boy, but he did not like to work.	<b>ORIENTATION</b>
One day Aladdin's mother sent him to market place to look for a job. In the market he met a magician. The magician asked him to work together with him. If Aladdin could do, he would get a lot of gold coins and jeweler. The magician asked Aladdin to inside the cave and find a magical lamp there. He also gave a ring and said, "if you are in any trouble, rub this ring and a genie will come your rescue!" Aladdin went into the cave. Inside the cave, Aladdin was surprised by what he saw. Every corner was full of gold and treasures. A few	<b>COMPLICATION</b>

minute a later, he found the lamp and quickly returned to the entrance of the cave. Aladdin called out,  
 “Magician, I have found cave first”  
 “Excellent,” answered the magician. “Quick, pass it to me!”  
 Aladdin did not trust the magician so he said,  
 “Not so fast Magician. You must help me out of this cave first.”  
 The magician became very angry. When Aladdin was walking to the entrance, the magician pushed a huge rock over the entrance of the cave and left Aladdin and the lamp behind, Aladdin tried to move the rock all by himself, but it was too big and heavy,  
 “Oh no! I am trapped in the cave!” he cried.

Suddenly, he remember the magic ring. He rubbed it with the palm of his hand. To his surprise, a genie appeared before him and in a powerful voice said, “Master , I am the genie of the ring. How can I help you?”. Aladdin was frightened, but he soon found the courage to ask. “could you please send me back to my house?” In no time at al Aladdin was back at home.  
 Aladdin was rubbing it all of a sudden another enormous genie stood before him. The genie of the lamp said, “Master, your wish my command.” Aladdin was very excited and wished for an enormous place

## RESOLUTION

<p>and bags full of gold.</p> <p>One day, a beautiful princess was passing by Aladdin's place. She stopped to talk to Aladdin and soon they became good friends. Before long, Aladdin and jasmine fell in love each other. She married Aladdin and lived happily.</p>	
---	--

1. Who is Aladdin ?
  - a. Handsome boy in bang lades
  - b. Handsome boy in Singapore
  - c. Handsome boy in Baghdad
  - d. Handsome boy in America
2. Why Aladdin's mother sent him to market place ?
  - a. For buy a new clothes
  - b. For look a job
  - c. For refreshing
  - d. For buy some vegetable
3. What the magician give to Aladdin when Aladdin inside in the gave to find magic lamp ?
  - a. Flashlight
  - b. Money
  - c. Magic ring
  - d. Some sneaks and drink
4. How can Aladdin come out from the cave ?
  - a. Because of genie of the ring help him
  - b. Because of the help of the citizens
  - c. Because of his own efforts

- d. Because his mother's prayer
5. How many actors in the story of Aladdin and the Magic Lamp?
- a. Three actors
  - b. Four actors
  - c. Five actors
  - d. Six actors

### I. Scoring

Pedoman penskoran: masing- masing soal jika dijawab benar dengan proses yang benar mendapat skor 2.

Penghitungan nilai akhir dalam skala 0- 100 sebagai berikut:

$$\text{Nilai Akhir: } \frac{\text{Skor Perolehan}}{\text{Skor maksimal}} \times 100$$

Bandar Lampung, Februari 2019

Guru Mata Pelajaran

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## Appendix 9

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (experimental Class)

**Nama Sekolah : SMP N 22 Bandar Lampung**

**Mata Pelajaran : Bahasa Inggris**

**Kelas/ Semester : VIII/2**

**Alokasi Waktu : 2 x 40 Menit**

**Topik Pembelajaran : Narrative Text**

**Keterampilan : Reading**

**Pertemuan : Ke-I**

#### A. Kompetensi Inti

- KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 :Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
I.	I.I. Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	I.I.I Selalu memiliki sifat bersyukur bisa memiliki kesempatan bahasa inggris dengan semangat belajar.
2.	2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Memiliki dan menghargai perilaku tanggung jawab, peduli kerjasama dan cinta damai.
3.	3.7 Menganalisis fungsi sosial, structure teks, dan unsur kebahasaan dari teks naratif lisan dan tulis berbentuk cerita pendek, sesuai dengan konteks penggunaanya	3.7.1 Mengidentifikasi structure teks pada teks narrative 3.7.2 Menentukan unsur kebahasaan pada teks narrative
4.	4.9 Menangkap makna jenis teks narrative berbentuk cerita pendek, lisan dan tulis	4.9.1 Menentukan gambaran umum dari teks narrative lisan dan tulisan 4.9.2 Menentukan makna kata/ frasa kalimat dari teks narrative 4.9.3 Menentukan pikiran pokok dari suatu paragraf teks narrative.



### C. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi aspek-aspek dalam reading comprehension (main idea, inference, gramatical features, detail, excluding fact not written, supporting ideas, vocabulary in context)
2. Mengidentifikasi langkah-langkah retorika dalam narrative text.

### D. Method/strategy: Somebody Wanted But So

### E. Materi Pembelajaran

#### 1. Pengertian Narrative Text

Narrative text is a text which tells problematic stor in the past and gives the resolution of the problem in the end of story. The structure of narrative text is devide into three parts.

- Orientation, introduction the characters of the story, the time and place the story happened, (Who, What, When, and Where)
- Complication, a series of events in which the main characters attempts to solve the problem.
- Resolution, the ending of story containing the solution.

Social function of narrative text is to amuse or entertain the reader or listener with a story.

#### 2. Contoh Narrative Text:

#### **The tiger, the monkey, and the mousedeer story**

There was a tiger whose greatest friend was a monkey. One day, the tiger went away fo a holyday and told the monkey to look after his cave. A mousedeer, his wife and family came to live in the cave.

“you can’t do that,” said the monkey. “This cave belongs to the King of the Forest.”

“Oh, does it?” the mousedeer replied. “My father lived here long before the tiger come. Anyway, I’m not afraid of the tiger, he’s only a paper tiger to me.”

He told his wife what to do when the tiger returned. "You must make our babies cry. I'll then ask you why they're crying. You must say that they want to eat tiger meat,"

A few days later, the monkey heard that the tiger was coming home. He ran to meet him. "The mousedeer's living in your cave." He told him. "He says he's not afraid of you and that you're only a paper tiger."

"Is that so?" growled the tiger. "I'll soon teach hi a lesson."

The tiger did not believe that the small mousedeer could be so brave. He crept up to the cave.

The mousedeer's children were crying loudly, "Keep quiet," said Mrs. Mousedeer "Your father will soon get some tiger meat for you."

Then tiger heard this and ran back to the monkey.

"I thought that mousedeer only ate grass and vegetables," he said. "But Mrs. Mousedeer said that her husband would soon get some tiger meat to feed their children. Perhaps the mousedeer has changed?"

"Don't worry," the monkey replied, "They're only saying that to frightened you. The mousedeer is not big and strong. He can't fight."

The next day, the tiger went to the cave again. The mousedeer's children were again crying.

"Tell them to kept quiet," said the mousedeer to his wife. "We shall certainly get some tiger meat today. The monkey has promised to send the tiger here."

When the tiger heard this, he became very angry with his friend, he quickly run after the monkey and killed him.

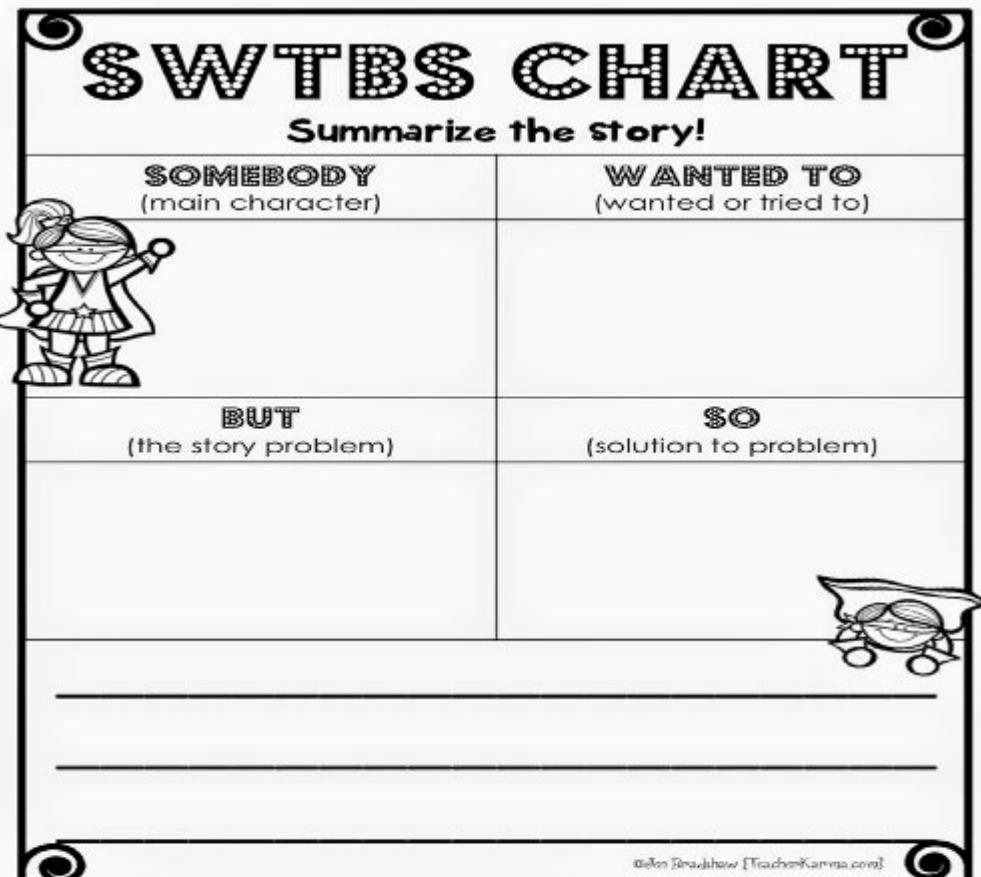
The tiger did not go back to the cave, and the mousedeer and his family lived there happily ever after.

### F. Langkah- Langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>siswa memberikan salam (Greeting).</li> <li>Guru memeriksa kehadiran siswa.</li> <li>Guru mengulas kembali materi yang telah dipelajari sebelumnya.</li> <li>Guru menyampaikan tujuan pembelajaran.</li> </ul>	10 Menit
Inti	<b>Observing</b>	
	<ul style="list-style-type: none"> <li>Siswa diperlihatkan contoh teks narrative The tiger, the monkey, and the mousedeer story untuk memancing rasa ingin tahu siswa.</li> </ul>	10 Menit
	<b>Questioning</b>	
	<ul style="list-style-type: none"> <li>Siswa diarahkan untuk bertanya tentang topik teks narrative tersebut.</li> </ul>	10 Menit
S W B S	<b>Associating</b>	10 Menit
	<ul style="list-style-type: none"> <li>Siswa diberikan penjelasan tentang tiga element di cerita seperti : tokoh, plot cerita dan setting cerita..</li> <li>Siswa diberikan penjelasan tentang Somebody Wanted But So strategy</li> <li>Siswa diberikan penjelasan bagaimana cara membuat chart untuk meringkas cerita di narrative text.</li> <li>Siswa diberikan contoh penggunaan chart SWBS dengan cerita yang familiar seperti Cinderella dll.</li> </ul>	

	<b>Experimenting</b>	
S T R A T E G Y	<ul style="list-style-type: none"> <li>Siswa dibagi kedalam suatu kelompok, masing masing group kelompok terdiri dari 4-5 siswa.</li> <li>Siswa mengidentifikasi cerita “somebody” (karakter ) di cerita dan menuliskan karakter di kolom pertama</li> <li>Siswa mengidentifikasi “wanted” (goal / motivasi ) dari karakter dan melengkapi di kolom kedua.</li> <li>Siswa mengidentifikasi “But” (masalah) yang ada di cerita di kolom ke tiga</li> <li>Siswa mengidentifikasi “so” (resolusi ) dan melengkapi nya di kolom terakhir</li> <li>Siswa membuat ringkasan cerita dari kolom kolom tersebut secara berurutan</li> </ul>	20 Menit
	<b>Communicating</b>	
	<ul style="list-style-type: none"> <li>salah satu siswa diminta untuk maju dan menceritakan kembali apa yang telah dia dapat dari char chart tersebut dan menuliskan chart SWBS di papan tulis .</li> <li>Siswa mendiskusikan bersama tentang chart SWBS tersebut.</li> </ul>	10 Menit
Penutup	<ul style="list-style-type: none"> <li>Siswa diberikan waktu untuk menanyakan kesulitan siswa terhadap cara membuat SWBS chart .</li> </ul>	10 Menit

	<ul style="list-style-type: none"> <li>• Siswa membuat kesimpulan tentang SWBS strategy menggunakan chart.</li> <li>• Siswa diberikan pekerjaan rumah</li> <li>• Siswa menutup pelajaran dengan doa.</li> </ul>	
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**SWTBS CHART**  
Summarize the story!

<b>SOMEBODY</b> (main character)	<b>WANTED TO</b> (wanted or tried to)
<b>BUT</b> (the story problem)	<b>SO</b> (solution to problem)

\_\_\_\_\_

\_\_\_\_\_

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#### G. Alat dan Sumber Belajar

1. Alat : English dictionary, pen berwarna, lembar kerja, white board dan spidol.
2. Sumber

- Buku : Nina, Bates. 2014, Bahasa Inggris( Buku Siswa) kelas 8 SMP/SLTP.Jakarta: Pusat Kurikulum dan perbukuan Kementrian Pendidikan dan Kebudayaan.

## H. Penilaian

1. Jenis test : Tes tertulis
2. Instrumen: soal : Narrative text

Read the following passage and choose a, b, c, or d for each of the questions following.

<b>Aladdin and The Magic Lamp</b>	<b>TITLE</b>
Once upon a time, there lived a handsome boy in Baghdad. The name was Aladdin. He was a clever boy, but he did not like to work.	<b>ORIENTATION</b>
One day Aladdin's mother sent him to market place to look for a job. In the market he met a magician. The magician asked him to work together with him. If Aladdin could do, he would get a lot of gold coins and jeweler. The magician asked Aladdin to inside the cave and find a magical lamp there. He also gave a ring and said, "if you are in any trouble, rub this ring and a genie will come your rescue!" Aladdin went into the cave. Inside the cave, Aladdin was surprised by what he saw. Every corner was full of gold and treasures. A few minute a later, he found the lamp and quickly returned to the entrance of the cave. Aladdin called out, "Magician, I have found cave first" "Excellent," answered the magician. "Quick,	<b>COMPLICATION</b>



<p>pass it to me!”</p> <p>Aladdin did not trust the magician so he said, “Not so fast Magician. You must help me out of this cave first.”</p> <p>The magician became very angry. When Aladdin was walking to the entrance, the magician pushed a huge rock over the entrance of the cave and left Aladdin and the lamp behind, Aladdin tried to move the rock all by himself, but it was too big and heavy, “Oh no! I am trapped in the cave!” he cried.</p>	
<p>Suddenly, he remember the magic ring. He rubbed it with the palm of his hand. To his surprise, a genie appeared before him and in a powerful voice said, “Master , I am the genie of the ring. How can I help you?”. Aladdin was frightened, but he soon found the courage to ask. “could you please send me back to my house?” In no time at al Aladdin was back at home.</p> <p>Aladdin was rubbing it all of a sudden another enormous genie stood before him. The genie of the lamp said, “Master, your wish my command.” Aladdin was very excited and wished for an enormous place and bags full of gold.</p> <p>One day, a beautiful princess was passing by Aladdin’s place. She stopped to talk to Aladdin and soon they became good friends. Before long, Aladdin and jasmine fell in love</p>	<p><b>RESOLUTION</b></p>

each other. She married Aladdin and lived happily.	
--	--

1. Who is Aladdin ?
  - a. Handsome boy in bang lades
  - b. Handsome boy in Singapore
  - c. Handsome boy in Baghdad
  - d. Handsome boy in America
  
2. Why Aladdin's mother sent him to market place ?
  - a. For buy a new clothes
  - b. For look a job
  - c. For refreshing
  - d. For buy some vegetable
  
3. What the magician give to Aladdin when Aladdin inside in the gave to find magic lamp ?
  - a. Flashlight
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  - c. Magic ring
  - d. Some sneaks and drink
  
4. How can Aladdin come out from the cave ?
  - a. Because of genie of the ring help him
  - b. Because of the help of the citizens
  - c. Because of his own efforts
  - d. Because his mother's prayer

5. How many actors in the story of Aladdin and the Magic Lamp?
- Three actors
  - Four actors
  - Five actors
  - Six actors

Key answer : 1.c 2. b 3.c 4.a 5.b

### I. Scoring

Pedoman penskoran: masing- masing soal jika dijawab benar dengan proses yang benar mendapat skor 2.

Penghitungan nilai akhir dalam skala 0- 100 sebagai berikut:

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Guru Mata Pelajaran

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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(experimental Class)

**Nama Sekolah : SMP N 22 Bandar Lampung**

**Mata Pelajaran : Bahasa Inggris**

**Kelas/ Semester : VIII/2**

**Alokasi Waktu : 2 x 40 Menit**

**Topik Pembelajaran : Narrative Text**

**Keterampilan : Reading**

**Pertemuan : Ke-2 dan ke-3**

### A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 :Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 :Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

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### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	I.I. Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunik asi internasional yang diwujudkan dalam semangat belajar.	I.I.I Selalu memiliki sifat bersyukur bisa memiliki kesempatan bahasa inggris dengan semangat belajar.
2.	2.3 Menghargai prilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.3.1 Memiliki dan menghargai prilaku tanggung jawab, peduli kerjasama dan cinta damai.
3.	3.7 Menganalisis fungsi sosial, structure teks, dan unsur kebahasaan dari teks naratif lisan dan tulis berbentuk cerita pendek, sesuai dengan konteks penggunaanya	3.7.1 Mengidentifikasi structure teks pada teks narrative 3.7.2 Menentukan unsur kebahasaan pada teks narrative
4.	4.9 Menangkap makna jenis teks narrative berbentuk cerita pendek, lisan dan tulis	4.9.1 Menentukan gambaran umum dari teks narrative lisan dan tulisan 4.9.2 Menentukan makna kata/ frasa kalimat dari teks narrative 4.9.3 Menentukan pikiran pokok dari suatu paragraf teks narrative.

### C. Tujuan Pembelajaran



1. Siswa dapat mengidentifikasi aspek-aspek dalam reading comprehension (main idea, inference, gramatical features, detail, excluding fact not written, supporting ideas, vocabulary in context)
2. Mengidentifikasi langkah-langkah retorika dalam narrative text.

#### **D. Method/strategy: Somebody Wanted But So**

#### **E. Materi Pembelajaran**

##### **1. Pengertian Narrative Text**

Narrative text is a text which tells problematic stor in the past and gives the resolution of the problem in the end of story. The structure of narrative text is devide into three parts.

- Orientation, introduction the characters of the story, the time and place the story happened, (Who, What, When, and Where)
- Complication, a series of events in which the main characters attempts to solve the problem.
- Resolution, the ending of story containing the solution.

Social function of narrative text is to amuse or entertain the reader or listener with a story.

Materi pertemuan ke 2

#### **SNOW WHITE**

Long, long ago, there was a princess named Snow White living with step mother, the new Queen, the queen was cruel and treated Snow White like a servant, for the queen did not like her. Meanwhile, Snow White grew beautifully and accidentally met a prince with whom she fell in love.

The queen had a hobby to ask her magic mirror who was the prettiest woman in the world. One day, the mirror answered that Snow White was the prettiest woman in the world, instead of the queen. The queen called her huntsman with rage and ordered him eliminate Snow White. The huntsman didn't have the heart to do so and let Snow White escape. As proof that he had killed Snow White, the huntsman brought a deer's heart to replace the princess's heart.

Snow white run into the woods and found small, messy house. Feeling tired of tidying the house, she fell a sleep. Coming into their house, seven dwarves were surprised to find beautiful lady there. Taking a pity on her, they let snow white live in the house.

Unfortunately, the queen found out snow white was alive and disguised herself as an old woman to give Snow White a poisoned apple. After snow white bit the apple, she fell asleep. Finding snow white laying still, the dwarves were sad and made her glass coffin and put her there.

One day, the prince that snow white had met saw her coffin in the wood. He opened it and saw snow white. The prince sincerely kissed her and suddenly snow white opened her eyes, waking up from her long sleep. The prince married to snow white and brought her into his place since then snow white lived happily.

Materi pertemuan ke 3

### **Three Fishes**

Once, three fishes lived in a pond. One evening, some fishermen passed by the pond and saw the fishes. 'This pond is full of fish', they told each other excitedly. 'We have never fished here before. We must come back tomorrow morning with our nets and catch these fish!' Then the fishermen left.

When the eldest of the three fishes heard this, he was troubled. He called the other fishes together and said, 'Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!' The second of the three fishes agreed. 'You are right', he said. 'We must leave the pond.' But the youngest fish laughed. 'You are worrying without reason', he said. 'We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere - my luck will keep me safe.'

The eldest of the fishes left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next

morning and left the pond at once with all his family. The third fish refused to leave even then. The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him - he too was caught and killed. The fish who saw trouble ahead and acted before it arrived as well as the fish who acted as soon as it came both survived. But the fish who relied only on luck and did nothing at all died. So also in life.

#### F. Langkah- Langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>siswa memberi salam (Greeting).</li> <li>Guru memeriksa kehadiran siswa.</li> <li>Guru mengulas kembali materi yang telah dipelajari sebelumnya.</li> <li>Guru menyampaikan tujuan pembelajaran.</li> </ul>	10 Menit
Inti	<b>Observing</b>	
	<ul style="list-style-type: none"> <li>siswa diberikan text yang akan di pelajari</li> <li>siswa menggunakan SWBS strategy untuk menganalisa dan membuat rangkumancerita "Snow White"</li> </ul>	10 Menit
	<b>Questioning</b>	
	<ul style="list-style-type: none"> <li>Siswa di berikan waktu untuk bertanya apakah mereka sudah mengerti tentang chart SWBS strategy.</li> </ul>	10 Menit

S W B S	<b>Associating</b>	
	<ul style="list-style-type: none"> <li>siswa membuat prediksi cerita dari judul yang telah di berikan.</li> <li>Siswa diberikan waktu untuk membaca text.</li> </ul>	
	<b>Experimenting</b>	
S T R A T E G Y	<ul style="list-style-type: none"> <li>siswa diminta untuk melengkapi kolom SWBS</li> <li>Siswa mengidentifikasi cerita “somebody” (karakter ) di cerita dan menuliskan karakter di kolom pertama</li> <li>Siswa mengidentifikasi “wanted” (goal / motivasi ) dari karakter dan melengkapi di kolom kedua.</li> <li>Siswa mengidentifikasi “But” (masalah) yang ada di cerita di kolom ke tiga</li> <li>Siswa mengidentifikasi “so” (resolusi ) dan melengkapi nya di kolom terakhir</li> <li>Siswa membuat ringkasan cerita dari kolom kolom tersebut secara berurutan</li> </ul>	20 Menit
	<b>Communicating</b>	

	<ul style="list-style-type: none"> <li>• Siswa mendiskusikan bersama tentang cerita menggunakan chart SWBS strategy</li> <li>• siswa diminta untuk mengingat kembali kejadian yang ada di cerita</li> <li>• siswa diminta untuk menuliskan kejadian di papan tulis</li> <li>siswa dan guru menentukan kejadian mana yang paling benar dan meletakkannya di tempat yang benar</li> <li>• siswa mengidentifikasi permulaan cerita, masalah dan akhir cerita..</li> <li>• siswa diberikan test reading comprehension oleh guru dari cerita yang sudah di baca.</li> <li>• siswa dan guru mendiskusikan hasilnya secara bersama</li> </ul>	20 Menit
Penutup	<ul style="list-style-type: none"> <li>• siswa diberikan waktu untuk bertanya tentang kesulitan terhadap penggunaan SWBS chart .</li> <li>• siswa membuat kesimpulan tentang SWBS strategy menggunakan chart.</li> <li>• Siswa diberikan pekerjaan rumah .</li> <li>• Siswa menutup pelajaran dengan doa.</li> </ul>	10 Menit

SWTBS CHART	
Summarize the story!	
<b>SOMEBODY</b> (main character)	<b>WANTED TO</b> (wanted or tried to)
<b>BUT</b> (the story problem)	<b>SO</b> (solution to problem)
<hr/> <hr/>	

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#### G. Alat dan Sumber Belajar

1. Alat : English dictionary, pen berwarna, lembar kerja, white board dan spidol.
2. Sumber
  - Buku : Nina, Bates. 2014, Bahasa Inggris( Buku Siswa) kelas 8 SMP/SLTP. Jakarta: Pusat Kurikulum dan perbukuan Kementrian Pendidikan dan Kebudayaan.

#### H. Penilaian

1. Jenis test : Tes tertulis
2. Instrumen: soal : Narrative text

Read the following passage and choose a, b, c, or d for each of the questions following.



Snow White	TITLE
<p>Long, long ago, there was a princess named Snow White living with step mother, the new Queen, the queen was cruel and treated Snow White like a servant, for the queen did not like her. Meanwhile, Snow White grew beautifully and accidentally met a prince with whom she fell in love.</p>	<b>ORIENTATION</b>
<p>The queen had a hobby to ask her magic mirror who was the prettiest woman in the world. One day, the mirror answered that Snow White was the prettiest woman in the world, instead of the queen. The queen called her huntsman with rage and ordered him eliminate Snow White. The huntsman didn't have the heart to do so and let Snow White escape. As proof that he had killed Snow White, the huntsman brought a deer's heart to replace the princess's heart.</p> <p>Snow white run into the woods and found small, messy house. Feeling tired of tidying the house, she fell a sleep. Coming into their house, seven dwarves were surprised to find beautiful lady there. Taking a pity on her, they let snow white live in the house.</p> <p>Unfortunately, the queen found out snow white was alive and disguised herself as an old woman to give Snow White a poisoned apple. After snow white bit the apple, she fell asleep. Finding snow white laying still, the dwarves were sad and made her glass coffin and put her there.</p>	<b>COMPLICATION</b>
<p>One day, the prince that snow white had met saw her coffin in the wood. He opened it and saw snow white. The prince sincerely kissed her and suddenly snow white opened her eyes, waking up from her long sleep. The</p>	<b>RESOLUTION</b>

prince married to snow white and brought her into his place since then snow white lived happily.	
--	--

1. Who is the most beautiful in the world ?
  - a. The queen
  - b. Step Mother
  - c. Snow White
  - d. Seven dwarves
2. The huntsman proved that snow white was dead by ?
  - a. Bringing snow white's blood
  - b. Bringing snow white's heart
  - c. Bringing a deer's heart
  - d. Bringing a deer's blood
3. From the story we know that....
  - a. The huntsman was a kind man
  - b. Snow White fell in love with the huntsman
  - c. Snow white was alive because dwarves
  - d. The huntsman killed snow white as the queen ordered
4. What is the purpose of the text ?
  - a. To retell someone's experience
  - b. To describe snow white and dwarfs
  - c. To tell readers what makes snow white interesting
  - d. To entertain readers with a story about snow white
5. From the story, we can learn that ...
  - a. Goodness always wins
  - b. We must not be over confident
  - c. Evil will always exist in the world
  - d. Goodness and badness are human nature

## I. Scoring

Pedoman penskoran: masing- masing soal jika dijawab benar dengan proses yang benar mendapat skor 2.

Penghitungan nilai akhir dalam skala 0- 100 sebagai berikut:

$$\text{Nilai Akhir: } \frac{\text{Skor Perolehan}}{\text{Skor maksimal}} \times 100$$

Guru Mata Pelajaran

Bandar Lampung, Februari 2019  
Mahasiswi

Wiwin Prihatini S.Pd

Rizki Anggraini

NIP.197111231998022003

NPM. 1411040158

Mengetahui  
Kepala SMP N 22 Bandar Lampung

Dra.Hj.Rita Ningsih,MM

NIP.196503251992032005

## Appendix 10

The Name of Students in Pre-Test Try-Out Class

No	Name	Students' Code
1.	ABELYA ALHIDAYAH	TO-1
2.	ANGELIA CLARISA T	TO-2
3.	ADI SAPUTRA	TO-3
4.	ALDO ALVANSYAH	TO-4
5.	AKHMAD MAULANA	TO-5
6.	ARJUNA ADITAMA	TO-6
7.	BELA MUSTIKA	TO-7
8.	DEGA ALFARIZY H	TO-8
9.	DELVINA NUR S	TO-9
10.	ENJEL KURNIA	TO-10
11.	FADIL PRASETYO A	TO-11
12.	FEBRI ALDO P	TO-12
13.	FIRDAUS	TO-13
14.	JUVITA ANDRIYANI	TO-14
15.	M DAFFA	TO-15
16.	M RIDHO DEYANSYAH	TO-16
17.	M STAHUR ROHMAD	TO-17
18.	MAYSA SABILA	TO-18
19.	MUHAMMAD FAHRUK	TO-19
20.	NI WAYAN OKTANI	TO-20
21.	OCA MELYA	TO-21
22.	PUTRI ALISYA	TO-22
23.	REGITA ANGGRAINI	TO-23
24.	RITWAN SETYO B	TO-24
25.	RINTAN STEVANI L	TO-25
26.	SILVIA NUR HALIZA	TO-26
27.	SITI HALIMAH	TO-27
28.	TAUFIQ AHMAD SHANDY TSAQIEF	TO-28
29.	TIKA SARI	TO-29
30.	VYON ELVATON	TO-30

The Name of Students in Post Test Try-Out Class

No	Name	Students' Code
1.	ANGGUN MUTIARA AHMAD	TO-1
2.	AHMAD DESTA PRATAMA	TO-2
3.	ALFIYAN SYAHPUTRA	TO-3
4.	ANITA YUNITA FIQRI	TO-4
5.	AZIANISA EKA ALYHASA	TO-5
6.	DEBY MAHARANI FANELA	TO-6
7.	DWI SETYA MUKTI	TO-7
8.	ERIANA	TO-8
9.	IHSAN ALIKA	TO-9
10.	ILHAM ALFANDI	TO-10
11.	JASMINE ADELIA PM	TO-11
12.	JOY KEREN MARGARETA LT	TO-12
13.	LAVINA YUSHIVA	TO-13
14.	MULYAMELSI WAHYUNI SARI	TO-14
15.	MICHO DELISA N	TO-15
16.	MIFTA FITRIANI	TO-16
17.	MUHAMMAD RIDHO	TO-17
18.	MUHAMMAD SYAKI SAPUTRA	TO-18
19.	NAJMI MIFTAHULHUDA	TO-19
20.	PUTRA ALAM RAHAMADHAN	TO-20
21.	RAHMA NABILA DAULAY	TO-21
22.	RIMBA CAHYA PUTRA IRAWAN	TO-22
23.	RISKA AYU PUSPITA SARI	TO-23
24.	RR INDAH RISKI CAHYANI	TO-24
25.	SALSABILA	TO-25
26.	TRI OKTA VIOLA	TO-26
27.	TUBAGUS AHMAD DIKA	TO-27
28.	VABIAN ARYA TEJA	TO-28

## Appendix 11

### REKAP ANALISIS BUTIR =====

Rata2= 20.71  
Simpang Baku= 5.33  
KorelasiXY= 0.67  
Reliabilitas Tes= 0.80  
Jumlah Subyek= 28  
Butir Soal= 50  
Nama berkas: D:\NEW FOLDER\POST TEST TRY OUT.ANA

No Butir	Korelasi	Signifikansi
1	0.121	-
2	0.394	Sangat Signifikan
3	0.079	-
4	0.503	Sangat Signifikan
5	0.224	-
6	-0.359	-
7	0.069	-
8	0.166	-
9	0.352	Signifikan
10	0.379	Sangat Signifikan
11	0.095	-
12	0.376	Sangat Signifikan
13	0.530	Sangat Signifikan
14	0.328	Signifikan
15	0.393	Sangat Signifikan
16	0.353	Signifikan
17	0.540	Sangat Signifikan
18	0.492	Sangat Signifikan
19	0.089	-
20	-0.182	-
21	-0.153	-
22	0.483	Sangat Signifikan
23	0.462	Sangat Signifikan
24	0.297	Signifikan
25	0.451	Sangat Signifikan
26	0.016	-
27	0.095	-
28	0.126	-
29	0.366	Sangat Signifikan
30	0.453	Sangat Signifikan
31	0.300	Signifikan
32	-0.006	-
33	0.374	Sangat Signifikan
34	0.095	-
35	0.038	-
36	-0.155	-
37	0.198	-
38	-0.162	-
39	0.063	-
40	0.052	-

41	0.189	-
42	0.312	Signifikan
43	0.408	Sangat Signifikan
44	0.422	Sangat Signifikan
45	0.330	Signifikan
46	0.435	Sangat Signifikan
47	0.322	Signifikan
48	0.188	-
49	-0.041	-
50	0.229	-





REKAP ANALISIS BUTIR  
=====

Rata2= 30.43

Simpang Baku= 5.83

KorelasiXY= 0.75

Reliabilitas Tes= 0.86

Butir Soal= 50

Nama berkas: D:\NEW FOLDER\PRE TEST BEFORE VALID.ANA

No Butir	Korelasi	Signifikansi
1	0.522	Sangat Signifikan
2	0.407	Sangat Signifikan
3	0.049	-
4	0.385	Sangat Signifikan
5	0.081	-
6	0.172	-
7	0.083	-
8	0.280	Signifikan
9	0.103	-
10	0.368	Sangat Signifikan
11	0.428	Sangat Signifikan
12	0.345	Signifikan
13	0.200	-
14	0.437	Sangat Signifikan
15	0.113	-
16	0.230	-
17	0.401	Sangat Signifikan
18	0.067	-
19	-0.116	-
20	0.466	Sangat Signifikan
21	0.631	Sangat Signifikan
22	0.573	Sangat Signifikan
23	0.176	-
24	0.474	Sangat Signifikan
25	0.138	-
26	0.258	-
27	0.401	Sangat Signifikan
28	0.454	Sangat Signifikan
29	0.481	Sangat Signifikan
30	-0.045	-
31	-0.133	-
32	0.239	-
33	0.304	Signifikan
34	0.316	Signifikan
35	0.214	-
36	0.374	Sangat Signifikan
37	0.317	Signifikan
38	0.253	-
39	0.142	-
40	0.277	Signifikan
41	0.401	Sangat Signifikan
42	0.585	Sangat Signifikan
43	0.227	-

44	0.230	-
45	-0.278	-
46	0.212	-
47	0.122	-
48	0.371	Sangat Signifikan
49	0.420	Sangat Signifikan
50	0.044	-



## Appendix 13

## THE SCORE OF PRETEST AND POSTTEST IN EXPERIMENTAL CLASS

No	Nama	Score		Gain
		Pretest	Posttest	
1	ADELYA PUTRI PUSPITA FADIL	60	72	12
2	AISYAH NASYA BILA	60	68	8
3	ANNISA DWI SAFITRI	64	76	12
4	AUDY ANSYAH	52	68	16
5	DESMYTRA KUSUMA NINGRUM	60	80	20
6	DEVA REYHAN	60	84	24
7	DEVICA RAHMADANI	56	72	16
8	DIAH PITALOKA	52	60	8
9	DICKY FERDIANSYAH	68	80	12
10	DINA EXZAUDY	68	72	4
11	FAJAR PRATAMA	60	68	8
12	FEBI NABILLA NOUR	56	68	12
13	GALIH WIDHA PUTRA	60	76	16
14	KEISHA NADITA S	60	80	20
15	KHOI RIDWA ADILA	64	72	8
16	M NUR FERDIANSYAH	60	72	12
17	M FAHRI FIRDAUS	56	72	16
18	M HAFIZ FURQON S	60	80	20
19	MUHAMMAD IQBAL	60	68	8
20	NASYA PUTRI RABANI	52	60	8
21	PUTRI RAHMA LAILI	68	84	16
22	REFALINA DINDA SAFITRI	72	84	12
23	REYKI ANDIKA IRAWAN	68	72	4
24	RIA ASTUTI	64	72	8
25	RIFKI DRAYATULLAH	72	84	12
26	RISKI RAMADHAN IBRAHIM	68	84	16
27	SATRIA PRATAMA	64	84	20
28	SINTIA	68	80	12
29	TIARA INTAN GUSTI	56	72	16
30	ZAILANI SATRIA	56	76	20

## Appendix 14

## THE SCORE OF PRETEST AND POSTTEST IN CONTROL CLASS

No	Nama	Score		Gain
		Pretest	Posttest	
1	ANGELITA BRIGITA PATRICIA S	56	68	12
2	ALYA SYAHRANI PUTRI	60	64	4
3	ANWARI	56	64	8
4	ARJUNA ADITAMA ADAM	56	68	12
5	AYU MARISA	68	84	16
6	CAESAR SATRIO	64	84	20
7	CAHYA NERISSA	56	60	4
8	DESTA SANDORA	64	72	8
9	ERLANGGA POMANDA DWI P	60	80	20
10	FAIZ SADEWO RAHARJO	52	68	16
11	FITRA AULIA PUTRI	68	80	12
12	JECONIA ANDREAS TIMOTI	72	76	4
13	M REZA	68	72	4
14	M ZASKY OCTA RAMADHAN	64	72	8
15	M AFIF BAGINDA DAHLAWI	56	68	12
16	MAYA LESTARI	68	84	16
17	MOHAMMAD ARIEL RIDHO P	56	56	0
18	MUHAMMAD RAFFI LAZUARDI	64	68	4
19	MUHAMMAD YAHYA MUFTI	52	60	8
20	NUR ALFI OKTAFIA	60	72	12
21	OLIVIA MARGARETA	52	68	16
22	PIPIT PRATIWI	60	68	8
23	RIA SAMSI AH	52	56	4
24	RIBI FEBRIANTI	64	72	8
25	RIKA JULIANA	52	64	12
26	RISKA NOVILIA	64	80	16
27	RIZKI RAMADHAN	64	80	16
28	TERI ANANTA AULIA	72	76	4
29	OKTARINA	56	64	8
30	YOSEPIN SIHOMBING	56	68	12

## Appendix 15

**THE RESULT OF NORMALITY TEST IN EXPERIMENTAL CLASS AND  
CONTROL CLASS**

Tests of Normality

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
gain	control	.156	30	.062	.932	30	.057
	EXPERIMENTAL	.159	30	.052	.939	30	.087

a. Lilliefors Significance Correction



## Appendix 16

**THE RESULT OF HOMOGENEITY TEST****Test of Homogeneity of Variances**

gain

Levene Statistic	df1	df2	Sig.
.117	1	58	.733





## Appendix 17

**THE RESULT OF HYPOTHETICAL TEST****Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differenc e	Std. Error Differen ce	95% Confidence Interval of the Difference	
									Lower	Upper
gain	Equal variances assumed	.117	.733	2.264	58	.027	3.06667	1.35454	5.77808	.35525
	Equal variances not assumed			2.264	57.942	.027	3.06667	1.35454	5.77814	.35519